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ABSTRACT

The Dual Career Guidance Project is a career guidance development project to design materials and models for professionals to use in assisting young men and women to develop awareness of and skills in managing a dual worker/career life style. The specific objectives of the project were to design and implement field test evaluation strategies for assessing the impact of high school and college program models. In the high school program pre- and post-test data were collected from experimental and control classrooms of 11th or 12th grade students (N=152) in four Florida districts. Five variables related to career maturity and five related to sex role ideology were examined. Results indicated overall positive results in the areas of increasing career maturity attitudes. In the college program three different workshops were conducted for married and committed upper level and graduate student couples (N=24). Participants' attitudes regarding marital/relationship satisfaction; career, marital, and family role salience; and level of perceptual accuracy were assessed at the beginning and 3 weeks following the end of the workshop. Scores indicated a significant increase in marital/couple satisfaction. In addition, the degree of career role salience moderated while the levels of marital and family role salience did not. Perceptual accuracy also improved. Based on results, systematic dissemination of both programs was recommended. (Appendix A is the program manual and outline for the high school program, Dual Worker Career Counseling. Complete lessons for the ten sessions including handouts are provided. Appendix B is the program manual for the College Dual Career Couple Program. Additional appendices provide the initial draft for the program, a flyer for program advertising, and a workshop evaluation form). (JAC)

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Final Report

Project No. 2-2F11

From July 1, 1981 to June 30, 1982

Evaluating Dual Career Guidance Programs for High School and College Students

Department of Counselor Education
University of Florida
Gainesville, Florida

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and

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The project reported herein was conducted pursuant to a grant from the Division of Vocational, Technical and Adult Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions stated to not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

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TABLE OF CONTENTS

SUMMARY 1

INTRODUCTION..... 3

METHODS 7

RESULTS AND FINDINGS 30

CONCLUSIONS AND RECOMMENDATIONS 39

BIBLIOGRAPHY 41

APPENDICES

APPENDIX A. HIGH SCHOOL DUAL WORKER CAREER GUIDANCE PROGRAM 47

APPENDIX B. COLLEGE DUAL CAREER COUPLE PROGRAM..... 108

APPENDIX C. INITIAL DRAFT D/D PLAN FOR PROGRAM 163

APPENDIX D. FLYER FOR PROGRAM ADVERTISEMENT 174

APPENDIX E. WORKSHOP EVALUATION FORM 176

SUMMARY

The Dual Career Guidance Project is a career guidance program development project. Its purpose is to develop models and materials for knowledgeable professionals to utilize in assisting young men and women in developing awareness of and skills in managing a dual worker/career life style. The specific objectives of the current project were: (1) to design and implement fieldtest evaluation strategies for assessing the impact of the high school program model and the college dual career couples program model, and (2) to revise the program models based upon fieldtest results and produce final versions of each program.

Two distinctly different fieldtest evaluation strategies were devised for the two program models. The high school program fieldtesting conducted in the Fall of 1981 involved four different school districts. Pre- and post- test data were collected from control and experimental classrooms of eleventh or twelfth grade students. A total of ten variables were examined, five related to dimensions of career maturity and five related to dimensions of sex role ideology. Comparison of experimental and control group using an ANCOVA revealed significant differences on five of the ten indices at the .05 level ,and on an additional two indices at the .07 level. All five dimensions of career maturity differed signficantly from controls to experimentals. Overall response to the program by both fieldtesters and participants was also quite favorable with many of the fieldtesters making plans to offer the unit again during the school year.

The college program fieldtesting was conducted in the Spring of 1982. A series of three different workshops were offered to upper division and graduate level students on the University of Florida campus. Workshop participants' attitudes regarding marital/relationship satisfaction; career,marital,and family role salience; and level of perceptual accuracy were assessed at the beginning and three weeks following the end of the workshop. Comparisons of pre-and post-test scores for the total group and for male and female participant subgroups indicated that their was a significant increase reported in marital/couple satisfaction.In addition, the degree of career role salience moderated while the levels of marital and family role salience did not. Perceptual accuracy also improved among participants as indicated by a significant increase in perceptual accuracy of partner's comfort level of 2.76, $p=.01$. Although only a total of 24 students--12 couples-participated in the fieldtesting, such results indicate that the program had some impact on changing both their perceptions of their relationship in a more favorable direction; their perceptions of their partner; and perhaps making somewhat more realistic their aspirations for the balancing of such multiple role commitments.

Given the results of the field trials of both programs and the reactions of professionals involved in program fieldtesting and formulation, systematic dissemination of both programs is strongly recommended. Guidelines for such dissemination are included.

INTRODUCTION

One of the primary goals of the Florida Department of Education is to provide each young man and woman with the career guidance services necessary to facilitate their planning and implementation of a career direction. Since participation of women in the labor force has now increased to the point where the "dual income" family is the modal family pattern , exceeding the incidence of the single income family form several times over, there is an increased need to assist young people, both men and women, in anticipating and coping with the problems and stresses inherent in the dual earner life style. In order to realize this goal, the Division of Vocational, Technical and Adult Education has underwritten the development of two distinct sets of program materials to be utilized by counseling and guidance personnel at the advanced high school level and at the college or university level.

This project, which represents an extension of this program development effort, was funded from July 1, 1981 to June 30, 1982. The project was designed to evaluate and further refine the two program models developed under Project Number VTAD - 1-3F22. With this in mind, the general purpose of the project was three fold: (1) to conduct a systematic fieldtest evaluation of both programs, (2) to refine and modify the exising programs based on their formative evaluation, and (3) to propose methods whereby each of the programs might be disseminated to appropriate educational personnel.

PURPOSE

Women are increasingly entering and being encouraged to enter and maintain themselves in the work force along with developing and maintaining a family life. This trend has resulted in currently more than 30 million American families in which both partners now work outside the home. There now exists more "two-income" families in the United States than "single-income" families. In Florida in 1976, 55.1 per cent of all working women were married living with their husband present (Hayghe and Johnson, 1976). Nationally, as of March 1978, approximately 30 million families (58 per cent of all husband/wife families) had more than one wage earner. This represents a gain in this family category of more than 2 million since 1970 (Johnson, 1979). There are now more families in the United States in which two or more persons are earning the family income than families in which the husband is the sole income provider (Hershman,1979).

While the dual career life style provides its participants with many economic and psychical benefits, it also creates some major problems and stresses for both men and women. Problems of role overload have repeatedly been documented in the literature (Rapoport and Rapoport, 1969; 1976; Johnson and Johnson, 1977, and Harlow, 1979). Discrepancies between personal norms for career and family role performance and social and environmental sanctions frequently seem to create "normative dilemmas" for participants of this family form (Rapoport and Rapoport, 1976). Stresses also arise when individuals attempt to merge their personal sex role definitions and career and family work roles with sociocultural definitions of what is intrinsically masculine or feminine (Rapoport and Rapoport, 1976; Shaevitz and Shaevitz, 1980).

In addition, because of a commitment to both a career and family, dual worker couples frequently have less time for sociability with friends and extended family. With little available free time, and an avoidance of certain interpersonal contacts due to a fear of criticism concerning deviance from expected norms, it is easy for social support systems to be eroded. Lein (1979(points out how men especially lack the social support system needed to meet the heavier demands for involvment in family work typical of this life style.

Other major problems faced by dual worker couples revolve around dilemmas created by the necessary changes in the family life cycle and the life cycles of two careers. Decisions as to if and when to have children and how child care responsibilities are to be interfaced with career commitments seem compounded when making such decisions with two careers in mind. Career progress and development decisions can thus be especially stressful, or at least complex, in such families (Rapoport and Rapoport, 1969).

Although such problems and stresses are increasingly being documented for this family form, little has been done in the guidance field to hlep both men and women anticipate and cope with the problems and stresses such dual participation frequently implies. Most career guidannce efforts for both men and women have taken a somewhat romanticized and myopic view of the process required to interface such work and family roles successfully. Few career counselors of women deal with the issue of combining career and family work roles in a realistic fashion. Caught in the press toward sex role equity, most counselors appear to utilize a 'Horatio Alger" supportive approach of "you can do anything you really want to do" rather than give attention to the issues, decisions, and inherent conflicts present in the dual career life style. Career guidance efforts involving young men continue to be organized around the structure of viewing the husband as the primary, if not the sole bradwinner. Little attention has been given to his potentially greater family work role, or to the implications of how his wife's career progress might affect his own career course.

Although the idea of visualizing a career choice in the context of a total lifestyle is a commonly heard career guidance maxim, few career guidance interventions described in the literature incorporate information about the stresses, benefits, decisions, and necessary coping strategies of the dual worker life style into the life/career planning process. Lack of such information and guidance has the potential for (1) discouraging many women from entering the work world at a level commensurate with their abilities; (2) less than fully maintaining their careers as their commitments to or demands from family life intensify; and (3) producing great stress on both individual male and female workers and their families.

Thus there is a clear need for guidance for young men and women in life/career planning which gives systematic attention to the implications of a dual worker career pattern on the management of both career and family roles and expectations.

The purpose of the original project was to develop a model and set of educational guidance materials which would increase the awareness and skills of young men and women at varying stages of the career life cycle in dealing with the realities of the dual worker life style. Secondly, it was hoped that through use of these materials, guidance personnel would become more sensitized to the complexities of the processes of career managment, life planning and decisionmaking for such dual career participants.

With this in mind, two programs were developed appropriate for group use at the high school and advanced college levels. These programs were designed to : (1) provide young men and women with an awareness of dual worker issues and choices and encourage the realistic exploration of career and family role options and self expecations as they relate to the life/career planning process; (2) assist students in making career decisions based upon an exploration of both the internal and external demands of such life roles; (3) help students assess predictable family and career role stresses and issues, and ,at the advanced college level, (4) assist students in developing personal and couple decisionmaking and stress managment skills useful in managment this specific life style. Development of these materials included piloting, revision, and consultation with key educational personnel at each educational level. Due to the diverse developmental needs and readiness of students at the upper high school level and students at the advanced college level two distinctive programs were developed--one for use with upper high school and young, unmarried college students, the other for married or coupled college students especially at the advanced training level.

The current project involved the fieldtest evaluation and final refinement of the two above-mentioned programs. The specific objectives of this project were as follows:

(1) To design a fieldtest evaluation strategy for assessing the impact of both the high school and advanced college program

(2) To select or develop all necessary evaluation procedures and instruments

(3) To train all fieldtest personnel in implementation of the program implementation and evaluation procedures

(4) To collect and analyze all fieldtest data

(5) To utilize such outcome data and anecdotal responses by fieldtest personnel in developing final versions of both the high school and advanced college programs.

(6) To suggest procedures for the dissemination of these educational products throughout the State of Florida

Each of these six tasks, accomplished in accordance with the procedures outlined in the original proposal over a time period from July 1, 1981 to June 30, 1982 is described in detail in the following section of this report.

METHODS

The specific methods followed in implementing this project were of two types: (1) those methods related to the design and implementation of a program evaluation proce s, and (2) those methods related to the final refinement of the program models and materials. Since the project to date has been carried out in two distinctive contexts, that of a high school context and an advanced college context, with the formulation of two markedly different programs, methods related to the design and implementation of a field-test evaluation of the two programs will be discussed separately.

Prior to discussing these methods, there is a need to clarify the specific populations for which each program is intended. The college population is made up of young married students who have made only tentative car er commitments and a group who are married (or clearly committed to a couple relationship) have immediate needs to learn how to orchestrate and manage the dual career lifestyle. It was decided that the program designed for high school students which is an anticipatory program would also be the appropriate intervention to use with uncoupled anticipating college students. In contrast, the dual career couples program focuses on transmitting lifestyle implementation skills, thus it is for those students who are con-currently managing several life roles.

Methods Related to the Development of the High School Program

This section describes the rationale including related research, behind the high school program, assumptions about the nature of the target group and the nature of an appropirate guidance offering for them, synopses of each program session and objectives for this project in evaluating the program. Portions of this section are reproduced in the program manual for use by future counselor/leaders. Further sections describe the methodology, including sample, instruments and data analysis and the results and conclusions.

Student Needs at the High School and Early College Levels

Students at the high school and early college levels are characterized by several distinctive features. First, and what frequently seems forgotten, adolescents are dealing with two very critical and overwhelming developmental tasks at this age level at the same time. Not only are they dealing with the task of choosing a work direction during these years, they also are involved in finding a mate and successfully establishing a heterosexual relationship (Erickson, 1958; Havighurst, 1953; Blocker, 1974).

At this life stage, individuals are concerned with the task of establishing their identity, attaining physical and sexual maturity, developing the ability and skill to think about complex, abstract questions such as "who am I", and meeting the demands of society to certain life and career commitments. In addition, they are concerned with developing and committing themselves in a close, reciprocal, loving relationship.

Efforts to achieve each of these developmental tasks frequently seem diametrically opposed to each other particularly in the case of females. Beliefs about how one must be in order to be successful in attracting a mate may run counter to aspiring to a high level career path. Research on adolescents (Douvan and Adelson, 1966) demonstrates that the sexes being at this time in their lives to diverge in terms of their thinking and preparation for future instrumental life interests. Research on adolescent boys suggest that they are trained for job-relevant skills and attributes. By comparison, the focus of girls' lives is not so much on occupational skills and achievements, but on the development of skills that will maximize their personal attractiveness in preparation for marriage nad motherhood. There are measurable differences in high school performance, especially in mathematics and the "hard" sciences. (Bardwick and Douvan, 1971; Fennema and Sherman, 1977). There also is a dwindling of adolescent females interest in "sex appropriate" areas, such as mechanics and athletics, and a corresponding increase in their attempts to gain proficiency in social skills (Bardwick and Douvan, 1971; Chodorow, 1971; Davidson and Gordon, 1979). Related to this is a large body of work fostered by Horner's (1972) fear of success motive accounting for sex differentials in achievement among high school and college students. Horner contends that the expectation that negative social consequences will follow success leads to a fear of success on the part of young women and to their consequent deliberate underachievement in educational and occupationally relevant activities. The work of Komarovsky (1976), Ward and Balswick (1978), Baruch (1975), Epstein and Bronzaft (1972) and Uberg (1979), regarding both the characteristics in young men's desire in future wives suggests that young women's perceptions are not entirely without foundation; success in non-traditional domains is not a prized female attribute and might well be followed by negative social consequences.

Research pertaining to adolescent male and female role preferences and behaviors (Scanzoni, 1975; Pleck, 1976; Bayer, 1975; Lewis and Pleck, 1976) demonstrates that although there has been some erosion in gender traditionalism over the past decade, men continue to hold a more gender traditional view. Erosion of men's gender traditionalism has been to a lesser degree and at a slower pace than that of adolescent women. Research indicates that female beliefs about sex role and future domestic roles interrelate closely with occupational aspirations (Anehensel and Rosen, 1980). This is not the case with male adolescents however.

How do adolescents deal with the interfacing of these roles? For most adolescents, the task of choosing a life direction that interfaces comfortably with sex role beliefs and expectations is frequently dealt with in a categorical and prescriptive way. Students perceive this task in a dualistic way considering knowledge about alternative lifestyles or choices as good/bad, right/wrong (Perry, 1970; Loevinger and Wessel, 1970; Kohlberg, 1969). Career planning is also frequently thought of in either/or terms (Walters and Saddlemire, 1979). To be feminine and attractive or masculine and competent is to act in certain ways. Research on adolescent sex role beliefs reveals that not only are the beliefs of twelfth graders undualy rigid, but unrealistic in terms of their counterpart in reality (Uberg, 1978). Girls believe that boys want them to be feminine and helpless more frequently, in fact, than boys report preferring. Similarly, boys perceive that girls want them to be strong and dominant more frequently than girls, in fact, report preferring them to be. Such beliefs about sex role behavior clearly impedes and constrict the range of lifestyle alternative allowed. This rigidity in thinking is further characterized by such common beliefs as "there is one right job for me" and "one right person to marry/fall in love with". Such thinking creates blinders in terms of what is suitable to dream about and the range of options possible. Thus, for many adolescents, the loosening of modal sex role patterns for women and men during the past two decades has created an array of lifestyle choices that may contain a troubling ambiguity (not once available).

Given the tendency of most adolescent to veiw external authority (one's parents, school teachers, media) as the higher authority and follow their advice, the range of competing options and lifestyles is indeed a confusing one. This results frequently in students adopting an attitude of "don't confuse me with the facts." They close down on possible options, and attempt to simplify their choices in an effort to deal with this complexity more comfortably.

Students at this level seem to have difficulty in thinking in a futuristic manner about the realities of implementing a career. Most students are so concerned with determining "what" to plan for them that they have no sense of the "how" that choice will be implemented. This lack of attention to the reality factors of planning and implementing a a career in conjunction with other life roles (such as marital and family ones) is clearly illustrated in the data reported by Aneshensel and Rosen (1980). Surveying over 1200 adolescents males and females, Aneshensel and Rosen (1980) found that an overwhelming majority (82%) of adolescent females expected as mature adults to work and have a family simultaneously. When asked how they planned to implement these roles, however, sixty percent of the girls described themselves as uncertain as to the particular way in which they planned to implement the goals.

Thus, while these adolescent females do not expect to fully adapt the traditional role of permanent, full-time mother and wife, they are less certain as to how to pursue their other options. Typical high school guidance activities tend to deal with immediate work and/or educational choices. Family considerations and goals tend to be dealt with in family life classes separate from the actual choices high school students deal with most immediately. Students are therefore limited in view not only by their own thinking that tends to view career choices and marital/family role choices as discrete activities but also with guidance activities and programs that also act as if these were discrete. Little is available to help students develop a broad view of lifestyle decision making that includes the implications and interaction of several life roles.

Mackling (1981) describes the kind of elements that should be included in educational offerings to help prepare young people for making wise lifestyle choices. Such elements include: Awareness of the costs and benefits of any lifestyle; assessing personal values both through individual activities as interview with significant family members; both cognitive knowledge of and first hand experience with various lifestyle forms; review of and experience with lifestyle issues; and training in decision making and conflict negotiation skills. Such an educational format would stimulate both cognitive and affective learning and give equal emphasis to the development of values, skills and knowledge. The program field-tested in this project attempts to provide such an educational experience.

Assumptions

Based on a review of the literature and needs assessment completed in 1981, the program to be evaluated was developed based on the following assumptions about senior level high school students:

1. Teenagers are relatively unaware of:

   a. Their range of choices, implications of choice or issues inherent in daily living out of choices.
   b. Their own real preferences and values for a lifestyle.
   c. The sources of their preferences and values.

2. Implementation of choices is in the mentally distant future:

   a. Decision-making as cumulative over time rather than a own time task leading to a time limited mentality

3. Boy-girl concerns are prominent

4. Fear of negative social consequences of atypical behavior limits open exchange on the variety of possibilities and flexibility of preferences.

5. Teenagers are still in the process of forming both a sexual and vocational identity.

6. Prescriptive, categorical and unrealistic thinking based on lack of experience limits choice-making.

7. Choice of a mate and vocation are seen as discrete activities and roles.

8. Life roles and their combinations are seen at best as "what" choices and are not carried on to the "how to" issues.

9. Teenagers tend to lack skills for critical assessment of possible choices and their implications.

The nature and content of the program was based on the following assumptions:

1. The focus would be on developing awareness of values and issues as part of decision making skills rather than teaching skills needed in a particular lifestyle in the future.

2. Both sexes must be represented in the participating group.

3. Older teenagers (juniors and seniors) are the developmentally appropriate recipients of such a program.

4. Both didactic and experiental teaching would be included to foster both cognitive and affective learning.

5. Structured group process would be utilized as a primary mode to personalize information, model interaction skills and build a supportive environment for self exploration and disclosure.

6. The content of the program would include:

   - life roles definitions and how they combine and influence each other.
   - the influence of one's family, history and societal context.
   - clarification of one's own personal beliefs and preferences.
   - exposure to the thinking of others including the opposite sex.
   - some of the realities of adult daily living.
   - a variety of life roles and combination presented nonjudgementally with the opportunity for individual participants to critically assess different options according to their own beliefs and preferences.
   - a view of life over a life time span.
   - the "who", "what" and "when" of decision-making as factors that combine and influence each other.
   - initial exposure to life role issues and possible coping methods.

Program Sessions

The nine sessions of the program as field-tested are summarized below. The content moves from the group exploration of roles, definitions, personal, family and social influences, introduction to personal values inherent in lifestyle choices to gradually greater specificity and more personalization (examining choices and issues and realities) and ending with personal assessment (both of specific life role combinations and the interaction for each participant of life role commitments over a full length life span).

Program Synopsis

Session One: Session one introduces students to the unit, to each other and each student's tentative career plans, and to the concept of roles we play in our lives. Students participate in an introduction activity in which each says what their career goal is as a way of introducing the career planning element into the unit and for the leader (if not the classroom teacher) to learn each new student. Life roles are discussed through both an assessment of students' current roles and didactic presentation by the leader. Each student is then asked to plan an actual day in their future both to encourage futuristic thinking at the beginning of the unit and as a baseline experience to use for evaluation at the end of the unit. The level of discussion is kept fairly impersonal and activities are low-risk with an external focus for this and the next three sessions to build group comfort before inviting more personal self disclosure.

Session Two: The focus of the second session is on surfacing some of the values and beliefs that students hold that influence their present and future choices. Secondarily, students experience hers' viewpoints through public discussion. Students are asked to decide whether they strongly agree, agree, disagree or strongly disagree with the statement "It is probably best for all concerned if the wife stays at home while the children are little." Students go to a corner of the room designated for their position, develop reasons for that position and share their reasons with the class as a whole with class discussion following. To introduce the concepts of family influence and societal change and influence, students are asked to repeat the exercise as their parents or guardian on the topic before session four.

Session Three: In this session students are introduced to two concepts in decision-making: The interaction of life roles and commitments on each other and the process of decision-making over time as a choice-consequence-choice-consequence evolution. A simulation in decision-making with branching choice cards for a make-believe person provides the vehicle.

Session Four: In this session the results of parent interviews are used as the basis of a discussion generating societal influences affecting choices for students today and in the near future. Students then have their first opportunity for personal assessment by completing a Role Conflict Assessment Scale reflecting their own beliefs and reactions to current choices. Finally the concept of role conflict is introduced through conflict situations presented for the discussion that places various life roles and commitments in conflict with each other.

Session Five: The object of this session is to clarify qualitities that students desire in their future "who" or ideal mate and to hear what the opposite sex thinks are desirable qualities. Same sex groups develop a list of desirable characteristics and then list what they think the other group probably wrote. Perceptions of the other group's thinking are discussed before the actual expressed lists of qualitites are revealed for futher discussion. Because of the personal and high interest content this session generates a high degree of personal involvement and requires careful facilitation by leader.

Session Six: The lists of ideal mate qualities from the previous session are used here to develop more realistic thinking. Students are asked to picture their ideal mate in the future in a variety of situations and assess what their behavior or reactions might be (i.e., the macho type changing diapers? Popular, outgoing type staying home alot?) Each same sex group is then given an opportunity to revise their list of ideal qualities if they so choose.

Session Seven: The main activity for this session provides a simulated experience for students in putting the role choices they have been considering together in a real life situation. Students pair up for a simulated marriage and plan an actual day together. The leader then provides reality checks by giving a checklist of typical things that need doing and must be included in each pair's day. Finally each pair is asked to again revise their day based on the addition of a crisis provided by the leader. This experience provides students experience both in the potential issues faced by dual worker couples and in their own decision making style with another person as they make decisions and negotiate responsibilities.

Session Eight: Armed with some experience in personal values, social influences, varieties of choice, personality factors and daily realities, students now have an opportunity to evaluate both as a group and individually four possible life role combinations and their advantages and disadvantages. The class in divided into four groups and given one of four combination: Both working, no children; both working, children; one working, no children; one working, children. Large group discussion emphasizes both the fact of costs and benefits for any lifestyle and the possiblitiy of a variety of coping mechanisms for any lifestyle to minimize disadvantages.

Session Nine: The Time Line Activity of this session provides both a summarizing experience for each student and introduces the concept of planning over time both as a key to good decision making and as a mangement strategy (role cycling) appropriate for fullfilling several major life roles illustrating their anticipated degree of commitment to that role over a whole life span. Time lines are then compared to each other and to a potential partner. Discussion focuses both on anticipated stress times (several lines up high at the same age) and on possible ways to manage or restructure those commitments.

Session Ten: Field-testing in this session was for collecting data for research purposes and re-opening time capsules from session one. Other uses for this time are: Guest speakers representing different life role combinations, free discussion among students on reactions to the unit using time capsules as a basis for discussion-starting, teacher-made reaction sheets.

Objectives

The objectives of this project for 1981-1982 were to evaluate the impact of participation in such a program on high school students in Florida. Specifically, answers to the following questions were sought:

1. Does participation in the program have any impact on students' career and decision-making maturity?

2. Does participation in the program have any impact on students' views of life roles?

3. What response do participating students and leaders have to the personal value of participating in the program?

The next sections describe the research methodology used to evaluate the program with results and recommendations.

Methods Related to the Evaluation of the High School Program

Field testing the revised high school program was conducted in the fall of 1981 at four high schools in the state of Florida (Appendix). The purpose of the study was to exmaine the effects of their participation in the program on high school juniors and seniors' career maturity and rigidity in life role expectations. The program would be assumed to have validity as an appropriate high school guidance education unit if it assisted students in increasing their career maturity and their flexibility in and knowledge for making whole lifestyle choices.

Hypotheses

The following research hypotheses were tested:

H_o1: There are no differences between experimental and control groups in degree of decisiveness, involvement, independence, orientation and compromise in career decision-making as measured by the five subscales of Crites' Career Maturity Inventory Attitude Scale Form A-2.

H_o2: There are no differences between sexes in degree of decisiveness, involvement, independence, orientation and compromise in career decision making as measured by the five subscales of Crites' Career Maturity Inventory Attitude Scale Form A-2.

H_o3: There are no interaction of sex with treatment group on degree of decisiveness, involvement, independence, orientation and compromise in career decision-making as measured by the five subscales of Crites' Career Maturity Inventory Attitude Scale Form A-2.

H_o4: There are no differences between experimental and control groups in degree of traditional attitudes toward family role salience, career role salience, career achievement, marital achievement, and family achievement as measured by the five subscales of the Roles and Expectations Conflict Scale (RECS).

H_o5: There are no differences between sexes in degree of traditional attitudes toward family role salience, career role salience, career achievement, marital achievement, and family achievement as measured by the five subscales of the Roles and Expectations Conflict Scale (RECS).

H_o6: There are no interaction between sex and treatment in degree of tradtional attitudes toward family role salience, career role salience, career achievement, marital achievement and family achievement as measured by the five subscales of the Roles and Expectations Conflict Scale (RECS).

Research Design

A non-randomized Control Group Pretest-posttest design was selected to allow for the use of intact classroom groups at each school. Such a situation was deemed to be most similar to the conditions under which the program would be conducted by schools in the future. At each of the four participating high schools (Duval, Alachua, Hillsborough and Orange Counties - See Appendix A) matched pairs of classes were pre-and post-tested on Crites' Career Maturity Inventory Attitude Scale (with five subscales) and the Cross and Amatea Role Expectations and Conflict Scale (five subscales). One class in each matched pair participated in the program unit conducted by a guidance counselor in that school.

Sample and Leaders

Counselors at four high schools in the state of Florida were selected by the project directors for their known experience and skills in group process and group guidance. Each counselor was asked to seek teacher permission to conduct the unit in an on-going class within the following limitations:

1. At least two of the same class, course, section must be currently offered to provide a matching pair.

2. The two or more classes must be equivalent in terms of student placement in the classes, i.e., admission to the class must have been the same whether it was based totally on student self-election, teacher screening, certain academic standing, required or elective course, etc.

3. Each class must contain juniors and seniors only.

4. Each class must have a reasonable number of both males and female students.

In the four field sites all matched pairs consisted of two sections of the same course. They included psychology/sociology (two schools), family living (one school) and peer facilitators (one school). The researchers randomly assigned the classes in each pair to an experimental and control group. The regular classroom teachers were offered the opportunity to have the unit conducted with the control class after the study was completed. The final total sample consisted of 152.

Procedures

The guidance counselors selected to conduct the program participated in a one-day workshop in September of 1981. At that time they were given all materials for testing and for conducting the program including complete written instructions. All narrative for instructions, comments, questions, etc directed to students for both the test administration and the program sessions were explicitly written out and all counselors were asked to read from the text in order to standardize presentation as much as possible. In addition, test administration procedures and the content of each program session were reviewed in detail (including some role-play of leader's part) to clarify understanding.

All field-test trials were carried out in November and December of 1981. Experimental groups participated for 11 consecutive class days. Day one was devoted to pre-testing and day eleven to posttesting. Control groups were administered pre-and post-test within two days of the experimental groups' testing. All data was returned to the project directors in January 1982. The field-test counselors participated in a debriefing day at that time reviewing the entire program for editorial and personal comments.

Instruments

Career Maturity Inventory Attitude Scale: Screening Form A-2

Research finding have been accumulating on the Career Maturity Inventory (CMI) Attitude Scale, since it was developed by Dr. John O. Crites in 1961-62. It appears to be a valid and reliable measure of career maturity. Maturity of these attitudes is associated with an individual having definite and realistic choices and being consistent in choices over time.

The CMIAS more closely approximates a survey questionnaire than an actual test. Students are encouraged to indicate their feelings about each item rather than attempt to discern the "correct" answer. Individual taking the test decide whether a statement is true or false for them on 50 items. The statements are written for a readability level of approximately sixth grade (Crites, 1965).

The Attitude Scale elicits the feelings and the attitudes that an individual has toward making a career choice and entering the world of work. Five additudinal clusters are surveyed (as described in the manual):

- Involvement in the career choice process
- Orientation toward work
- Independence in decision making
- Preference for career choice factors
- Conceptions of the career choice program

The Attitude Scale was initially standardized on high school students, but its empirically derived scoring key was based on the majority responses of twelfth graders. Except for one study by Smith and Herr (1972), all of the accumulated evidence confirms that the Attitude Scale is equally applicable to males and females.

Role Expectations and Conflict Scale

The Role Expectations and Conflict Scale (RECS) consists of a set of 65 items making up five subscales: Family, Role Salience, Career Role Salience, Family Achievement, Career Achievement and Marital Achievement. Each item consist of a belief or expectation statement to which student respond on a five-point Likert scale from strongly agree to strongly disagree according to how much that statement reflects their own personal beliefs or expectations.

Items are scored on a range from traditional to egalitarian with different scoring keys for male and female.

Validity and reliability data are not available on the scale as constructed. Items were drawn from a larger pool of items currently being used to formulate a similar scale by Dr. E.S. Amatea and Dr. E.G. Cross of the University of Florida. Items for RECS were selected for their face validity in (1) representing the dimension of the subscale and (2) indicating scorability on a traditonal-egalitarian pole. Initial analyses of the total pool of items gave some support to the clustering of items under the heading for subscales use in the RECS.

Data Analysis

Analysis was based on a two by two design with sex and treatment groups as the independent variables. Initially, analyses of regression were conducted to determine equivalency in (1) the groups on pre-testing and (2) change in the groups from pre- to post-test on all dependent variables. Those hypotheses meeting the test of the regression analysis were further analyzed with an analysis of covariance using the pre-test data as the covariate. F-values were accepted at a .05 level of significance.

Methods Related to the Development of the College Level Program

The task of developing a college level dual career program was conceptualized as a three-phased process. Phase one consisted of the identification of significant needs and developmental issues of this age group with the formulation of major assumptions about the nature of the program content and format. Phase two involved the actual formulation of program goals and objectives. The actual construction of a sequenced program of group activities comprised the third phase of this process.

These three phases of development form the initial steps in the curriculum development process outlined in Figure 1. The remaining two phases consisting of an experimental tryout and evaluation phase and a diffusion and adoption phase will be discusses in subsequent sections of this report.

(1) Conceptual Bases for the College Program

Over the past two decades a significant number of young men and women have been encouraged to adopt more eqalitarian attitudes regarding work and family roles, to broaden their range of work options, and to pursue nontraditional career and family paths. Such efforts have resulted in a substantial liberalization in the attitudes of young people, especially those who are college educated, regarding career and family roles, and a marked increase in the number of such youth selecting a dual career family pattern characterized by both mates engaging in demanding careers as well as a marital and family life.

Such a family pattern stands in marked contrast to the pattern common a generation ago in which the husband alone maintained the commitment to a career--a job sequence that required a high degree of time, energy, and training commitment, was highly salient personally and typically provided substantial ego rewards, and had a continuous developmental quality where advances in responsibility, power, pay and status accrued over time. The significant increase in the participation of women with advanced training and education in the labor force has been a key source of the growth and growing interest in this life style, and decrease in the more traditional form of husband as sole career person.

The stresses and pressures faced by dual career couples attempting to to meet the demands of this new lifestyle are well documented (Skinner, 1980; Rappoport and Rapoport 1978, 1976). What appears limited is literature describing approaches for helping dual career mated function effectively in this lifestyle. In the following sections, critical elements of successful coping, common characteristics of the target group, and objectives and format of the program will be presented.

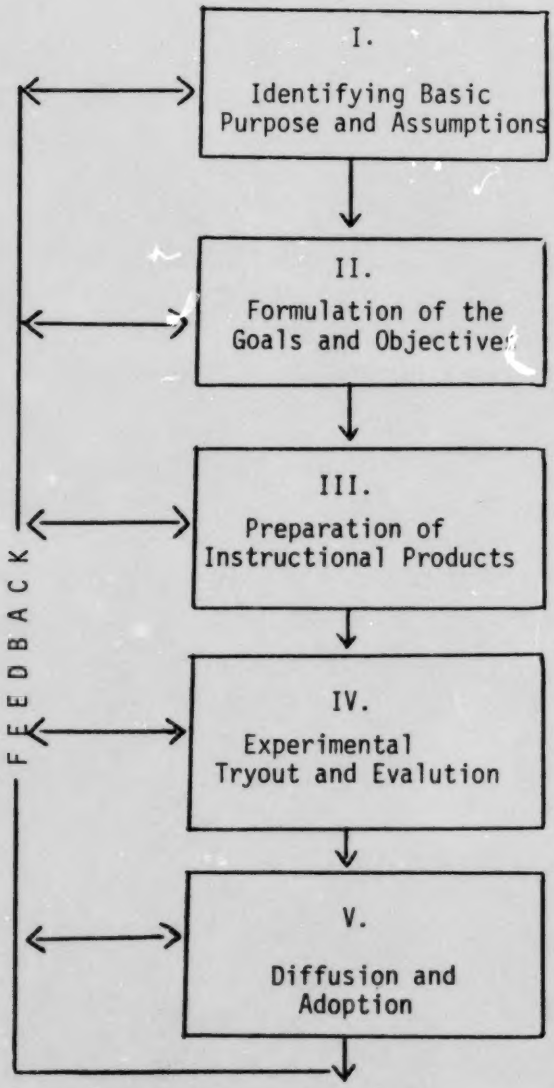

Figure 1. Phases of the Curriculum/Instructional Development Process

Important Coping Elements

A variety of different adaptive strategies have been described for coping with the stress of this lifestyle. These behaviors appear to involve a balancing of both person-centered and couple-centered strategies. Person-centered stress -management techniques involve: (1) "stress optimization"(Bebbington,1973) the acknowledging of dual-career stress as inevitable and preferable to the stress of alternative available lifestyles. Poloma in describing the tecniques used by dual career women in her study (1972) desribed women as defining their dual-career patterns as favorable or advantageious to them and to their families when compared to other alternatives. (2) Prioritization among and between roles. The clear identification of a salient role served to minimized feelings of personal conflict among dual careerists. (3) Compartmentalization, the mental focusing on roles at different times so as to increase efficiency and decrease distracting negative feelings and pressures, and (4) Compromising of personal standards.-- Moderating one's standards of performance or success are a common coping strategiy noted in much of the dual-career literaure as a way of reducing stress and making the lifestyle more manageable. Prioritizing and compromixing are coping strategies employed not only to deal with conflicts between roles but also in resolving competing demands withing roles. Domestic o verload, for instance, may be managed by deliberately lowering standards. Finally, research indicates the need to take a more active orientation to the acquisition of personal (5) stress-reduction strategies, such as r or habits, such as meditation, pacing, etc. relaxation techiniques--a taking care of self mentality (Hall and Hall, 1979).

A critical element in the successful management of stress described by many dual careerists was the presence of a "helping component" in the marital relatiohship (Burke and Weir, 1976) characterized by open communication, empathy, emotional reassurance, support, and a sensitivitiy to each other's feelings. Papoport and Rapoport (1971,1976) emphazied the need for a three level approach to stress managment involving (1) an increased awareness of the issues involved in stressor situations so that an individuals are better able to make more adaptive alternative, (2) an enhancment of interpersonal skills between partners so that communication and rapport is sharpened and the decisionmaking process is made more efficient and equitable, and (3) the development of a well functioning external support structure for all family members so that emotional and physical needs can be met outside as well as within the family. Parker, Peitier, and Wolleat (1981) describe the need for the dual career couple to communicate feelings honetsly, and develop a basic sense of trust, respect and esteem. A second critical element characterizing effective couple-based stress reduction strategies is the use of conflict-resolution (Lawe and Lawe, 1980) and problem-solving strategies (Parker, Peltier, and Wolleat,1981; Hall and Hall, 1979). The increased amount of shared turf in which both parnters feel responsible for the execution of certain tasks and functions, increases the need for "joint decisioning" (Scanzoni & Fox 1980).

Characteristics of the Target Population

The decision to focus our program building efforts upon young preprofessional couples was based upon the following assumptions and observations. First, most students enrolled in postbaccalaureate training, certainly most of the women, had made a clear commitment to a career with their investment of time, money,and effort in advanced training. In addition, a significant number of the students were currently involved in marriage relationships or longterm couple relationships. Most of the students had postponed childrearing or had only one child, and had not experienced the full-blown impact of family responsibilities. Thus this group clearly represented a future "dual careerists" group with most of the students expressing genuine commitments both to demanding career paths and a marital and family life. For this group, the decisions and planning as to how to launch and manage these many roles together as a couple was an immediate and significant issue. With the preeminence of graduation, and the ending of the moratorium on testing oneself out in the real world provided by graduate training many students were increasingly preoccupied with finding out how they were actually going to mesh these seemingly competing life commitments.

Their efforts to resolve this issue were characterized by a search for concrete answers and solutions. How do I put my aspirations into effect? What is the best way to start? Where should I /we go? How did you do it? The push for certain solutions to current life choices and plans and the sense of the irrevocableness of such choices undergirded much of the problem solving of this age group. The notion that one might alter, and even wish to alter , these original choices as a compromise to get other life goals met was foreign to this group(Gould,1972)

For most of this group, living in an academic environment which had rewarded them for their individual accomplishments and bright prospects for academic and career success, the notion of compromising their personal career ambitions in any way in order to ride tandem with their mates' career development was a difficult if not impossible idea to entertain. Most believed that they wanted it all, and could get it all, and buoyed by the power of their dreams, support of academic mentors and peers, and conviction of their own power and fortitude, many did not wish to imagine the necessity to compromise their dream or hamper its development for that of their mate. Their was an illusory sense of mutuality, of common goals and sacrifices. Most still operated in terms of independent decisions. Thus, although there was a real enmeshment of the decisions regarding coupling and careers and a concern for somehow orchestrating each set of role demands successfully, the career demands were preeminent(Block & Haan,1971.)

Thus both the selective press of the academic training environment and their own lack of life experiences tended to restrict both their ability to think in terms of alternative lifestyle structures and the relative merits of each, their ability to think objectively and individualistically about their preferences, or to have any sense of the need to cultivate and nurture certain critical relationship skills. Although these were years dominated by many external shoulds regarding personal achievements, the notion of the effort needed to maintain and sustain intimate relationships and a career path was a new one---and while such naivete created the enthusiasm and effort to grind away at career training

it frequently blunted their vision as to the demands of their many dreams and the prices they would be asking themselves and their partner to make in fulfilling those dreams(Jung1971; Levinson,1978; Erickson,1968; Rice,1979).

Given the nature of this group and the necessary skills and attitudes for survival in the dual career relationship mentioned earlier, the nature and content of the program was as follows: (1) that the program be designed for couples versus individual students and a major goal be to underscore the need for collaborative versus independent decision-making(2)That an emphasis be placed upon providing couples with communication and problem solving skills to facilitate the collaborative process. (3) that concurrent with this couple focus, a major thrust be the development of a sense of internal versus external system of priorities and dictates fostered by the emphasis upon personal reevaluation versus reactive strategies for coping with role demands, and (4) that the program though using the medium of current issues and concerns be focused upon teaching skills versus providing solutions. With this in mind the following speicific goals were outlined for an intensive nine hour workshop delivered either in a weekend workshop format or in a series of five two-hour weekly sessions over a five week period.

Goals for the Dual Career Couples Workshop Program

The goals of the dual career couples program were as follows:

(1) To develop a collaborative set between mates whereby couples could experience themselves as working together versus antagonistically in managing the stresses and choices of the dual career lifestyle

(2) To increase individual's awareness of predictable family and career role issues and stresses inherent in the dual career life style

(3) To introduce individuals to the common styles and strategies utilized in coping with dual career pressures

(4) To develop relevant self evaluation skills needed in successfully managing the dual career life style

(5) To encourage the development of couple communication skills necessary to constructively manaing dual career conflicts and stresses

(6) To develop couple joint problem solving skills useful in generating creative and constructive life style solutions

(7) To foster a sense of mutual support and commonality among dual career couples through the sharing of common problems and issues

(2) Description of the Program

The program, entitled COUPLING AND CAREERS, is nine hours in length and can be offered as an intensive weekend workshop or as a weekly series of programs over a five week basis. Students are invited to participate in the pgoram as a couple rather than on an individual basis. Both married and unmarried student couples are encouraged to attend with students learning of the program through flyers, posters, student newspaper articles and radio spots. (A sample flyer utilized in the fieldtesting of this program appears in Appendix D). Couples showing an interest in attending the workshop are then screened to determine the appropriateness of the workshop for their needs. Those couples reporting serious marital difficulties or currently being seen in counseling are advised not to participate.

The program is designed as a small group experience and is limited to 16-20 students, 8 to 10 couples, in order that individuals have an opportunity to share experiences with others in the group as well as each other. A structured group process format is utilized in which ideas are presented through experiential activities and modeling, then personalized through group discussion and sharing within the couple dyad. This structured group process format serves as a powerful vehicle for personalizing information, modeling significant interpersonal skills, and builds a supportive environment for self exploration and disclosure. Unlike other structured group programs which emphasize member-to-member dialogue, the focus of this program is on examining and enhancing the couple dyad's communication and interaction.

The program is designed sequentially with activities in later phases of the program building upon ideas and activities experienced earlier. Obviously, both the cumulative nature of the program activities and the demands for group cohesion preclude couples/persons entering and exiting at will.

The program is designed to be conducted by persons skilled in group process, and it is a definite advantage if the leader has also experienced some of the issues facing dual career participants by being a dual career mate themselves. The use of two, opposite sex leaders aids to this process although the program is designed to be implemented by one leader. Students can participate in the program as an offering of a counseling center, a career planning and placement center, or a special graduate or professional school program.

Program/Workshop Overview

The COUPLING AND CAREERS program presented in detail in AppendixB is divided into five distinct phases. In the first phase of the program attention is focused upon examining the demands of the dual career lifestyle in addition to building a supportive group atmosphere and identifying common concerns of participants. The workshop begins with a brief introduction by the leaders of their background and interest in the subject of dual careers followed by a brief get-acquainted exercise in which each participant introduces themselves and describes their current career and family role commitments. Using the exercise of describing one's worst fantasy regarding future dual career lifestyle, participants' expectations about the workshop: (1)

to help participants examine their own decision-making and coping styles and develop personal prioritizing skills, and (2) to help couples enhance their skills in looking together productively as a couple.

The task of mapping a timeline depicting personal expectations and demands across the four life arenas of work, self, marriage and family is then given to participants as a way of helping them surface the multiple personal role expectations most dual careerists have for themselves. Introducing the concept of internal and external demands and standards and peak demand times via the processing of these timelines vividly illustrates the common dilemma of multiple role cycling pressures experienced by most dual careerists, serves as a springboard to talk about other common sources of stress. Experienced dual careerists thus both pinpointing and universalizing current sources of stress; and provides a vehicle by which participants examine their couple style of decision-making and communicating.

By this time, a significant features of the dual career lifestyle typically evident to most participants is that it produces considerable stress and strain thus examining methods of managing or coping with that strain is a logical next step in the workshop. Through examination of their own conflicting wants and priorities by means of a real day/ideal day fantasy inventorying of their characteristic modes of dealing with such conflicts using a coping style inventory, participants examine the common styles and strategies utilized by dual careerists in effectively coping with lifestyle pressures, thus allowing participants to gain a broader perspective of available coping strategies. Three general styles or types of coping strategies are presented: The role reaction type/style in which individuals utilized strategies of more efficiently organizing, scheduling, planning and pushing themselves to get everything done or, at the other extreme, adopt a laissez faire attitude of let things fall where they may for meeting role demands; the role reevaluation style/type strategies in which competing role demands re-examined and prioritized in terms of underlying personal values and strategies of cognitive restructuring(redefining stresses and standards, and compartmentalizing) are utilized; and the role redefinition style/type strategies involving the activity reshaping and renegotiating of the expectations of other role expectations and demands for an individual.

Using the typology of role coping strategies emerging from the second phase of the workshop, activities in the third portion of the workshop emphasize the development of participants' skills in the personal re-evaluation strategies of role prioritization. Through completion of a Life Role Checklist in which they identify significant facets of their life role expectations, the rewards they anticipate from performing those roles and the current investment of time and energy, individuals gain a sense of areas of personal role conflict and their mates role conflict issues. Examination and discussion of the discrepancies between what one wants and the current priorities that appear to be operating serves as the first step toward clarifying, ranking and creating a more preferred set of priorities. In sharing information with each other, mates examine and discuss how well their present lifestyle and role structure reflects their personal wants and preferences. Examining the fit between personal wants and current role structures clearly pinpoints current sources of frustration and conflict. The next step involves deciding how both mates would and could restructure their current role and deal with the implications of what would have to be changed both personally and maritally.

This section of the workshop is an extremely important one as it forms a necessary counterbalance to the common assumption that a dual careerist's issues would be solved merely by changing external issues, demands, pressures such as those of one's mate. As many reports on dual careerists indicate it is easy for a spouse to blame each other for the pressure and stress for their current experiences. Thus theirs is a real need to realistically highlight the personal demands to which the individual is responding as well as the interpersonal ones.

The next two portions of the workshop focus on looking at each couple's style of making decisions and resolving differences and serves as an introduction to teaching relevant communication and joint problem solving techniques. Four decision making techniques are presented: "The sales job" in which one partner attempts to successfully sell his/her preference to the other; the "pushover" in which one person decides and the other permits the decision for both; the "quid pro quo" technique in which persons exchange costs and rewards for a solution; and the "joint problem solving" technique which involves three steps: (1) exploration of values, feelings and preferences of both partners prior to (2) generating and brainstorming solutions, and (3) constructing and trying out and evaluating possible solutions. Demonstration and discussion of the "sales job" and joint problem solving technique provide participants with an opportunity to share their reactions to each technique and speculate as to how each might influence the future relationship of the couple.

The concept of exploring the issue as perceived by each person and reaching a shared meaning regarding those perceptions through the use of "I" messages, feedback and validation is presented and demonstrated as a necessary first step to using the joint problem solving model effectively. Couples are then directed to pair off and try out the task of sharing self and checking out information in a series of structured steps.

In the final phase of the workshop, individuals examine those special dynamics in intimate relationships which serve to impede the communication and joint problem solving process. Through an activity in which they "swap mates" discussing an issue with another participant other than their spouse or mate, participants examine their expectations and perceptions regarding their mate's performance and intents in the context of the common communication relationship, beliefs and behaviors of : Mindreading, mixing channels, fuzzy signaling, keeping score and jumping to solutions. Rehearsal of checking out and validating skills is presented and individuals then move to the final two steps of the problem solving process: Brainstorming solutions and constructing and testing solutions. Leaders roleplay these last two steps using issues presented by couples in the group.

The program ends with each couple identifying a relevant next step for themselves in implementing the problem solving process with the issue they have begun to discuss during the workshop, the sharing of a bibliography on selected references on values clarification, stress management, dual career marriage and couple communication and followed by a brief evaluation of the workshop.

Methods Related to the Evaluation of the Dual Career College Program

The focus of the field evaluation of the dual career couples program was to examine the extent to which workshop participants changed affectively as a result of their experiences in the program; the collect demographic data regarding the participants, their career and marital and family role commitments and issues they consider important; and to gather feedback from participants regarding the program's content and format.

Specific attitudes examined were: (1) the degree of role salience attributed to three significant life roles: career, marriage and family; (2) the degree of marital/relationship satisfaction among partners.

(1) Design of the Experiment

A one-group pre-test, post-test quasi-experimental design (Isaac and Michael, 1981) was utilized in which participants pre-test responses during the intial phase of the workshop were compared with their responses three weeks after completion of the program. The dependent variables examined in this study were: (1) Degree of life role salience, the degree of personal role salience was defined as the extent to which an individual defines his identity in terms of personal success and achievement in a specific role domain. The degree of personal salience of three significant life roles, career, marital and family were measured by means of the Life Roles Inventory (Amatea and Cross, 1981). Individual scale scores for career salience marital/relationship salience, and family role salience were computed. (2) Perceptual Accuracy: Perceptual accuracy was defined as the ability to predict the responses of the partner on the Relationship Issue Checklist, that is, the ability to accurately parallel their partner's ratings as to the importance of a specific life issue and the relative comfort reported in discussing it with one's mate. (3) The Degree of Relationship/Marital Satisfaction: Marital/relationship satisfaction was defined as an attitude of greater or lesser favorability towards one's own couple or marital relationship. The Marital/Couple Satisfaction Scale (Roach, 1981) was utilized to elicit information regarding participants perceptions of satisfaction regarding their relationship.

The following hypotheses were tested:

1. There is no difference in workshop participants' pre- and post-test ratings of perceptual accuracy as measured by the Relationship Issues Checklist.

2. There is no difference between male and female participant groups in pre- and post-test rating of perceptual accuracy as measured by the Relationship Issues Inventory.

3. There is no difference in participants' pre- and post-test ratings of the degree of relationship/marital satisfaction as measured by the Couple/Marital Satisfaction Scale.

4. There is no difference between male and female participants' group pre- and post-test ratings of degree of marital/relationship satisfaction as measured by the Couple/Marital Satisfaction Scale.

5. There is no difference in participants' pre- and post-test ratings of level of career, marital and family role salience as measured by those subscales of the Life Roles Inventory.

6. There is no difference in male and female participants' pre- and post-test ratings of degree of career, marital and family role salience as measured by those subscales of the Life Roles Inventory.

(2) The Sample

Couples were recruited for the workshops from a large state university, the University of Florida, reknowned for the extensiveness of its graduate training offerings and consisting of a student body of 32,000 of which 5,200 are graduate level students. Recruitment for the workshops was made under the auspices of the University Counseling Center and publicized through articles in both the University and local community newspapers and through distribution of posters on the campus and to major graduate and professional school faculties, student organizations and student boxes where available. As couples contacted the counseling center for further information, the requirements for participation in the workshop were spelled out to them: (1) That the couple would attend together for the duration of the workshop; (2) That the workshop would be free of cost to the participants and (3) that data would be collected due to the experimental nature of the program. Those couples wishing to register then signed up for one of three workshop dates.

There was no significant difference between the groups in the level of education completed. All had completed baccalaureate degrees and were currently working on advanced degrees in a wide range of areas. There was a significant range in age among the participants as well as a significant variation in the couple relationship with some unmarried and others married anywhere from one year to 15 years. These demographic figures are represented in Figure 2.

Couples were screened to determine that they met the following qualifications: (1) the couple had been together in a committed relationship for a minimum of one year, maximum of 15 years; (2) both were committed to careers (3) both were committed to their relationship; (4) the couple was not in marriage counseling at the time and would refrain from engaging in such counseling until after the program and (5) mates would attend all portions of the workshop. All couples who applied to the project met these criteria.

(3) Instruments

Marital Satisfaction Scale: The Marital Satisfaction Scale, developed by Roach and his associates (1981) is designed to assess one's level of satisfaction toward his relationship/marriage. Marital satisfaction is defined as an attitude of greater or lesser favorability toward one's relationship. Respondents are asked to indicate the extent to which they agree or disagree with a series of 24 statements about their relationship (Form C). Illustrative statements are (1) "I must look outside my relationship/marriage for those things that make my life worthwhile and interesting", (2) "I get discouraged trying to make my marriage relationship try to work out"; (3) "My marriage/relationship give me more real personal satisfaction than anything else I do"and (4) "I get along well with my spouse."

The marital satisfaction scale was selected for this research evaluation becuase results indicate that the instrument meets important test reliability and validity criteria; it has a very high internal consistency sufficient test retest reliability and validity data and a low degree of contamination with social desirability (Roach, Frazier and Bowden, 1981). In addition, unlike other tests in the area it measure the degree:

1. Parallel forms for assessing satisfaction of unmarried couples as well as married couples.

2. Had a more comprehensive range for responding in that it measures negative to positive satisfaction rather than many tests of marital adjustment, the focus is upon measuring the amount of problem focus on health versus problems.

Relationship Issues Checklist

This instrument, devised by project personnel, was designed to elicit information regarding participants' perceptions of critical issues in their marriage and degree of their perceptual accuracy demonstrated by each mate in identifying their partner's concerns.

Participants were asked to rate a series of 30 issues grouped under seven major categories: (career, children, home management, social/leisure time, money, intimate relating and personal) In terms of the extent to which each was currently of concern to them and how comfortable they felt dealing with this issue with their mate: (1) not very comfortable; somewhat comfortable or very comfortable. In addition, participants were asked to rate how great a concern they perceived each issue was to their spouse as well as how comfortable they percieved their spouse was in discussing the issue with them.

Life Role Inventory

The Life Role Inventory (LRI) was developed in an attempt to more adequately and systematically assess the varied patterns of life role commitments of today's men and women. The inventory measures the degree of role salience and the level of involvement an individual ascribes to each of three major life roles: career, marital and parental. Role salience is defined as the perceived importance of a role in satisfying an individual's needs and values. Role involvement is defined as the extent of direct responsibility or authority an individual receives some compensation. The marital role consists of those tasks and functions related to the affective and material maintenance of a marriage. The parental role consists of those functions performed and rewards accrued in the rearing and maintenance of children.

Separate scale scores are computed for six areas: degree of career role salience; degree of marital role salience; degree of parental role salience; degree of career role involvement; degree of marital role involvement; and degree of parental role involvement.

There are two different forms of the instrument. Form R is designed to measure the life role commitments of men and women currently engaged in one or several of the three life roles. Thus items on Form R reflect current functioning and aspirations in each of the three life roles. In contrast, Form E of the instrument is designed for use with younger age populations whom, for the most part, are still anticipating participation in

each of the three life roles. Consequently items in Form E assess expectations for future participation in each of the three life roles.

Workshop Evaluation Form

At the close of the workshop, participants were requested to complete a workshop evaluation (see Appendix E) on which they commented as to the portions of the workshop they found most and least valuable and made suggestions as to changes in the workshop format or content.

(4) Analysis of Experimental Data

The dependent measures were analyzed using a T-test for related samples to determine the significance of the difference between pre- and post-test group means. A correlation of the order of pre-test/post-test ranking of significant issues was also compiled to provide information as to the types of problems viewed as important by this group.

Participants' responses to the workshop were also tallied and served as a basis for program revision.

RESULTS AND FINDINGS

Results of the High School Program Evaluation

Results of the field evaluation on the ten dependent variables by group and sex are reported below by category.

1. Career Maturity: The results of ANCOVA on the participants' responses to the Career Maturity Attitude Scale are presented in Table 1. F-values for differences between experimental and control groups were significant at the .05 level in favor of the experimental groups for all five sub-scales. F-values for differences between sexes were significant at the .05 level in favor of females for the subscales Involvement, Independence and Compromise. F-values for interaction of sex with treatment group was significant at the .05 level in favor of males in the experimental group on the scales of Independence and Compromise.

2. Role Expectations and Conflict: In initial regression analysis testing for equivalency only the subscales for Career Achievement and Marriage Achievement met the criteria for conducting an ANCOVA. No F-values significant at the .05 level of significance were found in the analysis of these two subscales: therefore the null hypotheses $H_o 4$ and $H_o 6$ were rejected. F-values for ANCOVA of these subscales are reported in Table 2.

Discussion

The filed test evaluation of the high school Dual Worker Program indicated overall positive results in the areas of increasing career maturity attitudes and in response to participation as reported by counselors and students. Effects of participation on Role Expectation and Conflict beliefs are confusing particularly in length of the involvement of students in the content of the program and need for further study.

Career Maturity: The most positive result of the program evaluation was the significant difference in favor of the students participating in the program on all five subscales of the Career Maturity Inventory Attitude Scale: Decisiveness, Involvement, Independence, Orientation and Compromise. The CMI scale items are written specific to career choice attitudes only. The fact that participation in a program only indirectly dealing with specific career choice and, moreover, placing the concept of career choice into the context of broader lifestyle choice does significantly affect career maturity choice is supportive of the philosophy of such a program perhaps even over guidance programs which deal more directly with career choice but ignore the broader context. Since the CMI Attitude Scale is a developmental instrument designed to adjust to and measure maturation of students at different levels, change on the instrument is more difficult to achieve particularly with a short-term intervention. Previous studies using a specific career decision-making intervention and the CMI as an independent variable have failed to produce such change.

Sex difference favoring females on three of the five subscales (Involvement, Independence and Compromise) are not surprising given the nature of the scale. The CMI bases its definition of maturity on increased movement in the direction of flexibility rather than rigidity and a knowledge and use of a variety of options and a movement towards an internal locus of control. The literature supports a greater view of options, and more flexibility in choice and in relationships among females in this age group.

An encouraging result of the program was movement toward greater career maturity by males participating in the program. While only the subscale for Orientation yielded a significant interaction in favor of males participating in the program, two other subscales (Independence and Compromise) approached significance. The males in the treatment group showed signs of "catching up" that males in the control group did not show.

Role Expectations and Conflict: Results on the RECS were disappointing and probably suspect. The scale was constructed for this study and is weak in both validity and reliability data. Given the nature of the program and the obvious involvement in the content of the program described by both counselors and students in anecdotal reports, no significant results in the area of life role expectations is particularly suspect. Students themselves reported differences in beliefs and attitudes about their life role expectations in the final session when they opened their Time Capsules from Session One and discovered definite differences in their thinking and planning. The initial regression analyses which eliminated three of the subscales from further analysis by ANCOVA did produce some intriguing differences in directions of change from pre- to post-test that are being studied further. Certainly a more stringent instrument should be used to measure role expectations in the future. Unfortunately, such an instrument is not currently available.

Participants' Response: Overall response to the program by both counselor leaders and participating students was quite favorable. A-l the counselor leaders participating in the field-test had already scheduled the unit again in other classes when they met in January - an indication of their perception of the enjoyment and value of the program. Two other counselors who were unable to participate in the field-test because of the research design restrictions but were aware of the content of the program also requested use of the materials in their schools.

Students response was also favorable. The minority of negative or unenthusiastic responses may be due to the nonself-selected nature of the field-test. All classes receiving the program were selected by counselors and teachers as appropriate in content and meeting the research design restrictions on samples. Prior knowledge or self-selection in the program might improve even these minority of less than enthusiastic responses. One source of criticism by students was directly related to the nature of the group participating. The one peer facilitator class receiving the program had been together for over one year and was highly experienced in group process, group cohesiveness, personal self-disclosure and in-depth group discussion. The counselor/leader for this group reported a backlash effect from such a group: Students found the format (designed specifically to develop group process and support) somewhat tedious and slow and, because of their previous emphasis on process in their class, tended to revert to discussion of process rather than the content of the sessions.

TABLE 1

F-Tables for Subscales of
Career Maturity Inventory (CMI) Attitude Scale

Decisiveness

	DF	Type IV SS	F-Value	PR F
Sex	1	0.15969461	0.05	0.8245
Treatment Group	1	17.55187637	5.42	0.0212
Sex and Treatment Group	1	2.63095784	0.81	0.3687

Involvement

Sex	1	21.21209804	7.18	0.0083
Treatment Group	1	15.55215854	5.26	0.00233
Sex and Treatment Group	1	4.66706684	1.58	0.2110

Independence

Sex	1	13.00559481	5.33	0.0224
Treatement Group	1	25.96765541	10.65	0.0014
Sex and Treatment Group	1	7.59702763	3.11	0.0797

Orientation

Sex	1	8.16659600	2.65	0.1058
Treatment Group	1	17.86018274	5.79	0.0174
Sex and Treatment Group	1	13.71050856	4.45	0.0367

Compromise

Sex	1	8.49137204	4.65	0.0327
Treatment Group	1	12.07700301	6.61	0.0112
Sex and Treatment Group	1	5.26017523	2.88	0.0919

TABLE 2

F-Tables for Subscales of the
Role Expectations and Conflict Scale

Career Achievement

	DF	Type IV SS	F-Value	PR F
Sex	1	0.20182758	0.04	0.8449
Treatment Group	1	0.18674610	0.04	0.8508
Sex and Treatment Group	1	4.02758606	0.77	0.3829

Marriage Achievement

Sex	1	3.43818658	0.63	0.4271
Treatment Group	1	1.29766767	0.24	0.6254
Sex and Treatment Group	1	2.24107121	0.41	0.5212

Results of College Program Evaluation

Workshop participants' attitudes regarding marital/relationship satisfaction, and career, marital, and family role salience, and their level of perceptual accuracy in assessing their partner's problem areas and comfort level were examined at the beginning and three weeks following termination of the dual career college workshop. Comparisons of pre- and post-test scores were made for the total group and for male and female participant groups.

(1) Level of Marital/Relationship Satisfaction. The results of the t-test on pre- and post-test scores on the Marital/Couple Satisfaction score are presented in Table 3 . Examination of the total group means will reveal that the post-test scores surpassed the pre-test scores at a significant level (p .025). Roach and his associates report an average score of 100 for their instrument. Analysis of the average pre- and post-test scores for males and females indicates that males had an average of 97.7, s.d. of 8.95 initially while females had an average score of 98, s.d. 16.78. At a point three weeks after the program males had an average score of 101.25, s.d. 11.25, and females averaged 104.6, s.d. 12.37.

(2) Level of Career, Marital,and Family Role Salience. Results of the t-test on pre-post-test scores on the three scales of the Life Roles Inventory are presented in Table 4. Although examination of the total group means reveals that there were no changes in the levels of salience of these life roles as measured by the instrument at the .05 level, there was a decrease in the level of salience or importance of the career role at the .10 level. It is interesting to note that the average rating of importance of a role could range from 1 indicating strongly agree with the salience of the role, to a four strongly disagree with statements indicating role salience. If one examines the three life role area, career role salience is rated more highly on the average than the other two life roles. Although no statistical analysis of the difference in mean scores across the three roles was conducted, it is interesting to note that in this experimental group the females rated marital and family roles less salient on the average than did the males.

(3) Degree of Perceptual Accuracy. Participants were asked to rate a series of thirty issues in terms of its relevance to themselves and the degree of comfort they felt in dealing with the issue with their partner. In addition, participants were requested to predict how they believed their partner would rate the issue in terms of these two criteria. Perceptual accuracy scores were computed for both areas-degree of seriousness/relevance and the degree of comfort felt--by comparing the actual rating given an area by the participant and that rating attributed to them by their partner. A difference score was computed--with a score of 0 indicating perfect agreement, and a score of three the maximum degree of disagreement between partners. Table 5 depicts the average degree of agreement/disagreement,i.e. accuracy, between partners for the two areas of seriousness/relevance

of issue and comfort level. Analysis of the significance of the difference between pre-and post test scores for the group as a whole and for male and female subgroups reveals a signficant difference between pre- and post-test ratings of perceptual accuracy in assessing comfort level for the group as a whole at the P .01 level and for males at the .03 level. The average level of accuracy of males and females much more closely approximated each other at the time of post-testing with both groups averaging .43 at the time of post testing. This score more closely parallels the group average rating of accuracy on seriousness of issue which did not change signficantly but remained constant at .47 from pre- to post-testing.

(4) Participants Feedback on the Workshop. Participants gave high marks to the communication and problem solving components of the workshop and to the personal priortizing section--all key elements of the program. In addition, many commented on the value they derived from having an opportunity to hear of other couple's situations and to spend so much time with their mate discussing issues. Most ended the workshop still yearning for more practical ideas as to how to solve career launching problems and wanted to hear more about successful dual career couple's experiences. Many felt that additional time needed to be spent or the alteration of the program to meet on a weekly basis rather than in one time period. They enjoyed the small group size and indicated that it added significantly to their comfort in discussing issues and tryout of different skills.

TABLE 3

LEVEL OF MARITAL/COUPLE SATISFACTION (N=24)

	Pre	S.D.	Post	S.D.	t	PR > /t/
Group	97.8	13.15	102.95	11.69	2.39	.0252
Female	98.0	16.78	104.6	12.37	1.79	NS
Male	97.7	8.95	101.25	11.25	1.65	NS

TABLE 4

LIFE ROLES SALIENCE

Career Role Salience (N=20)

	Pretest Mean	S.D.	Posttest Mean	S.D.	t	PR> /t/
Group	1.88	.47	1.95	.49	1.79	.0896
Female	1.83	.53	1.89	.52	.94	NS
Male	1.94	.42	2.02	.27	.97	NS

Marital Role Salience (N=20)

Group	2.17	.47	2.17	.44	0	NS
Female	2.34	.54	2.27	.55	-.41	NS
Male	2.01	.33	2.08	.30	.79	NS

Family Role Salience (N=20)

Group	2.19	.58	2.24	.57	.70	NS
Female	2.31	.63	2.28	.70	-.023	NS
Male	2.07	.55	2.20	.45	1.37	NS

TABLE 5

PERCEPTUAL ACURACY

Seriousness of Issue for Mate (N=20)

	Pretest Mean	S.D.	Posttest Mean	S.D.	t	PR > /t/
Group	.469	.14	.47	.15	.099	NS
Female	.45	.15	.44	.14	-.017	NS
Male	.48	.13	.49	.17	.26	NS

Comfort with Issue for Mate (N=20)

Group	.593	.25	.43	.126	-2.76	.0124
Female	.64	.27	.43	.118	-1.34	NS
Male	.54	.22	.43	.149	-2.52	.0326

CONCLUSIONS AND RECOMMENDATIONS

The fieldtest evaluations of both the high school and the college programm indicated overall positive results. The high school Dual Worker Program indicated overall positive results in the areas of increasing career maturity attitudes and in response to participation as reported by counselors and students. Effects of participation on the Role Expectations and Conflict Scale showed confusing results particularly in light of the involvment of students in the content of the program, and thus needs further study.

Results of the college program fieldtesting were also favorable. Comparison of pre- and post- test attitudes regarding marital/ relationship satisfaction, and perceptual empathy showed a signficant increase at the time of post-testing. Career role saliênce also changed signficantly at the .07 level of signficance while marital and family role salience remained constant from pre to post testing. Participants responses to the program were also quite favorable. Most commented on the value of the program and had only minor suggestions for program format modifications.

Recommendations

During the operation of the project several steps were taken to stimulate interest in the use of both these programs and to disseminate the programs. These activities included presentations made at the Florida Personnel and Guidance Association meeting of school and college counselors in November 1981 to describe the high school program. In addition, articles describing the two programs are currently being written for publication in national counseling and career guidance journals for thepurpose of further dissemination of the programs. Finally, fieldtesters and advisory board members were chosen from around the state in order to begin a natural process of information dissemination.

At the current time, representatives of the Florida Department of Education, Dissemination and Diffusion Section have, in cooperation with project personnel, formulated a tentative project dissemination plan. This appears as Appendix . This dissemination proposal is based upon the following recommendations:

1. That the high school program be made available to high school teachers and counselors for use in classes and settings deemed approriate by school staff.

2. Training experiences should be provided to school staff interested in offering the program

3. The data collected during the fieldtest should be further analyzed to examine possible sources and directions for further program development and refinement.

5. That the college program should be made available to university and junior college counseling staffs involved in working with student couples

6. That the college program might be offered as a workshop or a program series

7. That training experiences be provided counseling staffs at the college level interested in offering the program

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Dual Worker Career Counseling

Program Manual and Outline

Appendix A

INTRODUCTION

One of the primary goals of the Florida Department of Education is to provide each young man and woman with the career guidance services necessary to help them plan and implement a career direction. Since participation of women in the labor force has increased to the point where the "dual-income" family is now present in greater numbers than the single income family, there is an increased need to assist young people in anticipating and coping with the problems and stresses inherent in such a life style. In order to realize this goal, a major focus of the Division of Vocational, Technical and Adult Education has been the development of materials which will aid local school districts, junior colleges, and universities in developing and providing services to students anticipating participation in this dual worker life style.

This manual is the result of a project, funded from October 29, 1980 to June 30, 1982, to develop a model and materials which knowledgeable professionals could utilize in working with students at the high school, junior college, and college level. This model and set of educational guidance materials was developed to increase the awareness for young men and women at varying stages of the career planning cycle of both the complex realities of the dual worker life style and potential strategies for coping with these realities. The high school program contained in the manual is designed to increase awareness and provide decision-making experiences appropriate to the development level of teenagers. The program provides full lesson plans and materials for a two-week unit appropriate for a vareity of high school classrooms.

Rationale

Women are increasingly entering and being encouraged to enter and maintain themselves in the work force along with developing and maintaining a family life. This trend has resulted in currently more than 30 million American families in which both partners now work away from home. There now exists more "two-income" families in the United States than "single-income" families. In Florida in 1976, 55.1 percent of all working women were married living with their husband present (Hayghe & Johnson, 1976). Nationally, as of March 1978, approximately 30 million families (58 percent of all husband/wife families) had more than one wage earner. This represents a gain in this family category of more than 2 million since 1970 (Johnson, 1979). There are now more families in the United States in which two or more persons are earning the family income than families in which the husband is the sole income provider (Hershman, 1979).

While the dual worker life style provides its participants with many economic and psychic benefits, it also creates some major problems and stresses for both men and women. Problems of role overload have repeatedly been documented in the literature (Rapoport and Rapoport, 1969; 1976; Johnson and Johnson, 1977; and Harolow, 1979). Discrepancies between

personal norms for career and family role performance and soc-al and environmental sanctions frequently seem to create "normative dilemmas" for participants of this family form (Rapoport and Rapoport, 1976). Stresses also arise when individuals attempt to merge their personal sex role definitions and career and family work roles with socio-cultural definitions of what is intrinsically masculine or feminine (Rapoport and Rapoport, 1976).

In addition, because of a commitment to both a career and family, dual worker couples frequently have less time for sociability with friends and extended family. Little available free time, as well as a fear of criticism concerning their deviance from expected norms, make it easy for social support systems to be eroded. Lein (1979) pointed out how men especially lack the social support system needed to meet heavier demands for involvement in family life.

Other major problems faced by dual worker couples revolve around dilemmas created by the necessary changes in the family life cycles and the life cycles of two careers. Decisions as to when and if to have children and how child care responsibility is to be interfaced with two careers in mind. Career progression and development decisions can be especially stressful in such families (Rapoport and Rapoport, 1969).

Although such problems and stress in this family form are increasingly being documented, little has been done in the guidance field to help both men and women anticipate and cope with the problems and stresses such dual participation frequently implies. Most career guidance efforts for both men and women have taken a somewhat romanticized and myopic view of the necessary interfacing of work roles and family roles. Few career counselors of women deal with the issue of combining career and family work roles in a realistic or systematic fashion. Most counselors, utilizing a "Horatio Alger" supportive approach of "you can do anything you really want to do", give little attention to the issues and decisions inherent for young women and men in this dual committed lifestyle. Career guidance efforts involving young men continue to be organized around the structure of viewing the husband as the primary, if not the sole breadwinner. Little attention has been given to his potentially greater family work role, or the implications of how his wife's career progress might affect his own career choice.

Although the idea of visualizing a career choice in the context of a total lifestyle is a commonly heard maxum, few career guidance efforts are described in the literature which incorporate information about the problems and coping strategies of this dual worker lifestyle into the life/career planning process. Lack of such information and guidance has the potential for (1) discouraging many women from entering the work world at a level commensurate with their abilities; (2) less than fully maintaining their career as their co-mitments/demands to family life intensify; and (3) producing great stress on both individual male and female workers and their families.

Thus there is a clear need for guidance for young men and women in life/career planning which gives systematic attention to the implications of a dual-worker career pattern on the management of both career and family roles and expectations.

Student Needs at the High School and Early College Levels

Students at the high school and early college levels are characterized by several distinctive features. First, and what frequently seems forgotten, adolescents are dealing with two very critical and overwhelming developmental tasks at this age level at the same time. Not only are they dealing with the task of choosing a work direction during these years, they also are involved in finding a mate and successfully establishing a heterosexual relationship (Erickson, 1958; Havighurst, 1953; Blocker, 1974).

At this life stage, individuals are concerned with the task of establishing their identity, attaining physical and sexual maturity, developing the ability and skill to think about complex, abstract questions such as "who am I", and meeting the demands of society to certain life and career commitments. In addition, they are concerned with developing and committing themselves in a close, reciprocal, loving relationship.

Efforts to achieve each of these developmental tasks frequently seem diametrically opposed to each other particularly in the case of females. Beliefs about how one must be in order to be successful in attracting a mate may run counter to aspiring to a high level career path. Research on adolescents (Douvan and Adelson, 1966) demonstrates that the sexes begin at this time in their lives to diverge in terms of their thinking and preparation for future instrumental life interests. Research on adolescent boys suggest that they are trained for job-relevant skills and attributes. By comparison the focus of girls' lives is not so much on occupational skills and achievements, but on the development of skills that will maximize their personal attractiveness in preparation for marriage and motherhood. There are measurable differences in high school performance, especially in mathematics and the "hard" sciences. (Bardwick and Douvan, 1971; Fennema and Sherman, 1977). There also is a dwindling of adolescent females interest in "sex appropriate" areas, such as mechanics and athletics, and a corresponding increase in their attempts to gain proficiency in social skills (Bardwick and Douvan, 1971; Chodorow, 1971; Davidson and Gordon, 1979). Related to this is a large body of work fostered by Horner's (1972) fear of success motive accounting for sex differentials in achievement among high school and college students. Horner contends that the expectation that negative social consequences will follow success leads to a fear of success on the part of young women and to their consequent deliberate underachievement in educational and occupationally relevant activities. The work of Komarovsky (1976), Ward and Balswick (1978), Baruch (1975), Epstein and Bronzaft (1972) and Uberg (1979) regarding both the characterisitics in young men's desire in future wives suggests that young women's perceptions are not entirely without foundation; success in nontraditional domains is not a prized female attribute and might well be followed by negative social consequences.

Research pertaining to adolescent male and female role preferences and behaviors (Scanzoni, 1975; Pleck, 1976; Bayer, 1975; Lewis and Pleck, 1976) demonstrates that although there has been some erosion in gender traditionalism over the past decade men continue to hold a more gender traditional view. Erosion of men's gender traditionalism has been to a lesser degree and at a slower pace than that of adolescent women.

Research indicates that female beliefs about sex role and future domestic roles interrelate closely with occupational aspirations (Anehensel and Rosen, 1980). This is not the case with male adolescents however.

How do adolescents deal with the interfacing of these roles? For most adolescents, the task of choosing a life direction that interfaces comfortably with sex role beliefs and expectations is frequently dealt with in a categorical and prescriptive way. Students perceive this task in a dualistic way considering knowledge about alternative lifestyles or choices as good/bad, right/wrong (Perry, 1970; Loevinger and Wessel, 1970; Kohlberg, 1969). Career planning is also frequently thought of in either/or terms (Walters and Saddlemire, 1979). To be feminine and attractive or masculine and competent is to act in certain ways. Research on adolescent sex role beliefs reveals that not only are the beliefs of twelfth graders unduly rigid, but unrealistic in terms of their counterpart in reality (Uberg, 1978). Girls believe that boys want them to be feminine and helpless more frequently, in fact, than boys report preferring. Similarly, boys perceive that girls want them to be strong and dominant more frequently than girls, in fact, report preferring them to be. Such beliefs about sex role behavior clearly impede and constrict the range of lifestyle alternatives allowed. This rigidity in thinking is further characterized by such common beliefs as "there is one right job for me" and "one right person to marry/fall in love with". Such thinking creates blinders in terms of what is suitable to dream about and the range of options possible. Thus for many adolescents, the loosening of modal sex role patterns for women and men during the past two decades has created an array of lifestyle choices that may contain a troubling ambiguity (not once available).

Given the tendency of most adolescents to view external authority (one's parents, school teachers, media) as the higher authority and follow their advice, the range of competing options and lifestyles is indeed a confusing one. This results frequently in students adopting an attitude of "don't confuse me with the facts." They close down on possible options, and attempt to simplify their choices in an effort to deal with this complexity more comfortably.

Students at this level seem to have difficulty in thinking in a futuristic manner about the realities of implementing a career. Most students are so concerned with determining "what" to plan for them that they have no sense of the "how" that choice will be implemented. This lack of attention to the reality factors of planning and implementing a career in conjunction with other life roles (such as marital and family ones) is clearly illustrated in the data reported by Aneshensel and Rosen (1980). Surveying over 1200 adolescent males and females, Aneshensel and Rosen (1980) found that an overwhelming majority (82%) of adolescent females expected as mature adults to work and have a family simultaneously. When asked how they planned to implement these roles, however, sixty percent of the girls described themselves as uncertain as to the particular way in which they planned to implement these goals. Thus, while these adolescent females do not expect to fully adapt the traditional role of permanent, full-time wife and mother, they are less certain as to how to pursue their other options.

Typical high school guidance activities tend to deal with immediate work and/or educational choices. Family considerations and goals tend to be dealt with in family life classes separate from the actual choices high school students are dealing with most immediately. Students are therefore limited in view not only by their own thinking that tends to view career choices and marital/family role choices as discrete activities but also with guidance activities and programs that also act as if these were discrete. Little is available to help students develop a broad view of lifestyle decision making that includes the implications and interaction of several life roles.

Macklin (1981) describes the kind of elements that should be included in educational offerings to help prepare young people for making wise lifestyle choices. Such elements include: Awareness of the costs and benefits of any lifestyle; assessing personal values both through individual activities and assessing the family of origin through such activities as interview with significant family members; both cognitive knowledge of and first hand experience with various life style forms; review of and experience with lifestyle issues; and training in decision making and conflict negotiation skills. Such an educational format would stimulate both cognitive and affective learning and give equal emphasis to the development of values, skills and knowledge. The program field-tested in this project attempts to provide such an educational experience.

Assumptions

Based on review of the literature and needs assessment completed in 1981, the program to be evaluated was developed based on the following assumptions about senior level high school students:

1. Teenagers are relatively unaware of:

   a. Their range of choices, implications of choice or issues inherent in daily living out of choices.
   b. Their own real preferences and values for a lifestyle
   c. The sources of their preferences and values

2. Implementation of choices is in the mentally distant future:

   a. Decision-making as cumulative over time rather than a own time task - leading to a time limited

3. Boy-girl concerns are prominent

4. Fear of negative social consequences of atypical behavior limits open exchange on the variety of possibilities and flexibility of preferences.

5. Teenagers are still in the process of forming both a sexual and vocational identity.

6. Prescriptive, categorical and unrealistic thinking based on lack of experience limits choice-making.

7. Choice of a mate and vocation are seen as discrete activities and roles.

8. Life roles and their combinations are seen at best as "what" choices and are not carried on to the "how to" issues.

9. Teenagers tend to lack skills for critical assessment of possible choices and their implications.

The nature and content of the program was based on the following assumptions:

1. The focus would be on developing awareness of values and issues as part of decision-making skills rather than teaching skills needed in a particular lifestyle in the future.

2. Both sexes must be represented in the participating group.

3. Older teenagers (juniors and seniors) are the developmentally appropriate recipients of such a program.

4. Both didactic and experiental teaching would be included to foster both cognitive and affective learning.

5. Structured group process would be utilized as a primary mode to personalize information, model interaction skills and build a supportive environment for self exploration and disclosure.

6. The content of the program would include:

   - life roles definitions and how they combine and influence each other.
   - the influence of one's family, history and societal context.
   - clarification of one's own personal beliefs and preferences.
   - exposure to the thinking of others including the opposite sex.
   - some of the realities of adult daily living.
   - a variety of life roles and combination presented nonjudgementally with the opportunity for individual participants to critically assess different options according to their own beliefs and preferences.
   - a view of life over a life time span.
   - the "who", "what" and "when" of decision-making as factors that combine and influence each other.
   - initial exposure to life role issues and possible coping methods.

Program Sessions

The nine sessions of the program as field-tested are summarized below. The content moves from the group exploration of roles, definitions, personal, family and social influences, introduction to personal values inherent in lifestyle choices to gradually greater specificity and more personalization (examining choices and issues and realities) and ending with personal assessemnt (both of specific life role combinations and the interaction for each participant of life role commitments over a full length life span).

Program Synopsis

Session One: Session one introduces students to the unit, to each other and each student's tentative career plans, and to the concept of roles we play in our lives. Students participate in an introduction activity in which each says what their career goal is as a way of introducing the career planning element into the unit and for the leader (if not the classroom teacher) to learn each new student. Life roles are discussed through both an assessment of students' current roles and didactic presentation by the leader. Each student is then asked to plan an actual day in their future both to encourage futuristic thinking at the beginning of the unit and as a baseline experience to use for evaluation at the end of the unit. The level of discussion is kept fairly impersonal and activities are low-risk with an external focus for this and the next three sessions to build group comfort before inviting more personal self-disclosure.

Session Two: The focus of the second session is on surfacing some of the values and beliefs that students hold that influence their present and future choices. Secondarily, students experience others' viewpoints through public discussion. Students are asked to decide whether they strongly agree, agree, disagree, or strongly disagree with the statement "It is probably best for all concerned if the wife stays at home while the children are little." Students go to a corner of the room designated for their position, develop reasons for that position and share their reasons with the class as a whole with class discussion following. To introduce the concepts of family influence and societal change and influence, students are asked to repeat the exercise as their parents would answer (if time permits) and actually interview their parents or guardian on the topic before session four.

Session Three: In this session students are introduced to two concepts in decision-making: The interaction of life roles and commitments on each other and the process of decision-making over time as a choice-consequence-choice-consequence evaluation. A simulation in decision-makingwith branching choice cards for a make-believe person provides the vehicle.

Session Four: In this session the results of parent interviews are used as the basis of a discussion generating societal influences affecting choices for students today and in the near future. Students then have their first opportunity for personal assessment by completing a Role Conflict Assessment Scale reflecting their own beliefs and reactions to current choices. Finally the concept of role conflict is introduced through conflict situations presented for the discussion that places various life roles and commitments in conflict with each other.

Session Five: The object of this session is to clarify qualities that students desire in their future "who" or ideal mate and to hear what the opposite sex thinks are desirable qualities. Same sex groups develop a list of desirable characteristics and then list what they think the other group probably wrote. Perceptions of the other group's thinking are discussed before the actual expressed lists of qualities are revealed for further discussion. Because of the personal and high interest content this session generates a high degree of personal involvement and requires

careful facilitation by the leader.

Session Six: The lists of ideal mate qualities from the previous session are used here to develop more realistic thinking. Students are asked to picture their ideal mate in the future in a variety of situations and assess what their behavior or reactions might be (i.e., the macho type changing diapers? Popular, outgoing type staying home alot?) Each same-sex group is then given an opportunity to revise their list of ideal qualities if they so choose.

Session Seven: The main activity for this session provides a simulated experience for students in putting the role choices they have been considering together in a real life situation. Students pair up for a simulated marriage and plan an actual day together. The leader then provides reality checks by giving a checklist of typical things that need doing and must be included in each pair's day. Finally each pair is asked to again revise their day based on the addition of a crisis provided by the leader. This experience provides students experience both in the potential issues faced by dual worker couples and in their own decision making style with another person as they make decisions and negotiate responsibilities.

Session Eight: Armed with some experience in personal values, social influences, varieties of choices, personality factors, and daily realities, students now have an opportunity to evaluate both as a group and individually four possible life role combinations and their advantages and disadvantages. The class is divided into four groups and given one of four combinations: Both working, no children; both working, children; one working, no children; one working, children. Large group discussion emphasizes both the fact of costs and benefits for any lifestyle and the possibility of a variety of coping mechanisms for any lifestyle to minimize disadvantages.

Session Nine: The Time Line Activity of this session provides both a summarizing experience for each student and introduces the concept of planning over time both as a key to good decision making and as a management strategy (role cycling) appropriate for fullfilling several major life roles illustrating their anticipated degree of commitment to that role over a whole life span. Time lines are then compared to each other and to a potential partner. Discussion focuses both on anticipated stress times (several lines up high at the same age) and on possible ways to manage or restructure those commitments.

Session Ten: In field-testing this session was for collecting data for research purposes and re-opening time capsules from session one. Other uses for this time are: Guest speakers representing different life role combinations, free discussion among students on reactions to the unit using time capsules as a basis for discussion-starting, teacher-made reaction sheets.

Conducting the Program

This program was designed for use as a two week unit in a reuglarly scheduled classroom of approximately one hour's duration per day. While modification in the activities might allow for other uses in different time frames, the carryover from session to session and the occasional homework assignments would preclude any other format as the program cur-

rently stands (i.e., once a week session; workshop all day, etc.)

Student Groups

This unit is appropriate for use in any social sciences class such as psychology, sociology, human development, family life, etc. Classes used for field-testing included family life, exploratory social sciences and peer facilitation. The two minimum criteria for class selection (other than teacher interest) are that the class be composed of junior and senior level students and contain a mix of males and females as close to even as possible. This unit is not appropriate for younger students or for classes predominately single sex groups (Sessions 5 and 6 require both sex students to conduct the activities).

Leaders

All leaders in the field testing were guidance counselors with a significant amount of experience in group process and affective education with class sized groups. While a degree in counseling is not prerequisite for conducting the program, the leader/teacher must have skills in group dynamics and process including reflective listening, clarification, affirmation, spontaneous directive questioning and nonevaluative summarizing. Co-teaching by the classroom teacher and guidance counselor is highly recommended.

Organization

This manual includes all the materials and lesson plans for approximately ten hours of student/leader activity. Each session is written out completely with all the narrative, discussion questions and instructions that the leader says to participants. For each session you will find:

1. An outline of the session giving objectives for that session, the major activities for that session and all materials that will be needed.

2. The entire text for the session for leader use. Narrative and instructions that the leader actually uses with students are printed in regular type. Instructions and comments to the leader only are in italics and/or parentheses**

3. A single copy of any worksheets or handouts needed in that session. A master copy for duplication is included in the back of the manual.

4. A paper copy of any transparencies needed for that session.

Prior to conducting the unit, the leader should:

1. Read the entire unit to become familiar with the total content.

2. Using the master copies, duplicate enough of all handouts for student groups.

Prior to each session the leader should:

1. Study the session including key transition workds and phrases.**
2. Collect needed materials for that session.

**N.B. The text was developed to ensure that appropriate process questions, transition statements and content were given to students in order to meet the objectives of that session. New leaders are encouraged to use the presented text exactly until thoroughly familiar with the program.

PROGRAM OUTLINE

SESSION ONE: Roles in Your Future

Objectives:

1. to stimulate futuristic thinking among participants.
2. to increase participants' awareness of the roles they have now.
3. to increase participants' awareness of future roles for themselves.

Activities:

1. Career Goal Introductions
2. Time Capsule

SESSION TWO: Personal Beliefs and Social Influence

Objectives:

1. to clarify participants' beliefs about work, marriage and family roles.
2. to increase participants' awareness of some sources of their beliefs.

Activities:

1. Four Corners
2. Parent Interviews

SESSION THREE: The What, When and Who of Making Decisions

Objectives:

1. to introduce participants' to three factors in life planning decisions: content, timing and interface with significant others.
2. to increase participants' awareness of issues in decision-making with dual career couples.
3. to clarify participants' values in life-planning decisions.

Activities:

Simulation: "Susan"

SESSION FOUR: The What

Objectives:

1. to clarify the sources of and influences on participants' life style and role expectations.
2. to aid participants' self-awareness of areas of potential role conflict.

Activities:

1. Parent Interview Reports
2. Role Conflict Assessment Scale

SESSION FIVE: The Who

Objectives:

1. to clarify participants' expectations for a future partner.
2. to increase participants' awareness of the desires and expectations of the opposite sex.

Activity:

1. Ideal Opposite Sex

SESSION SIX: The Who and How

Objectives:

1. to increase participants' awareness of types of potential role conflict.
2. to relate participants' ideal mate expectations to present and future roles.

Activities:

1. The Ideal Mate in Action
2. Revised Ideals

SESSION SEVEN: Putting It Together

Objectives:

1. to increase participants' awareness of role issues in day-to-day reality.
2. to clarify participants' own styles in decision-making with a partner.

Activity:

1. Future Friday

SESSION EIGHT: Pluses and Minuses

Objectives:

1. to help participants assess the advantages and disadvantages of different life styles combining different life roles.
2. to assist participants in identifying tentative personal preferences in life styles.

Activity:

1. Life Style Corners Assessments

SESSION NINE: The When

Objectives:

1. to increase participants' awareness of planning as a process over time.
2. to clarify participants' own goals within a life-long time frame.
3. to increase participants' understanding of their own potential high role conflict time periods.

Activities:

1. Time Lines
2. Feedback on Program

SESSION TEN: Evaluation

SESSION I

ROLES IN YOUR FUTURE

Objectives

1. To stimulate futurisitc thinking among participants
2. To increase participants' awareness of the roles they have now
3. To increase participants' awareness of future roles for themselves

Activities

1. Career Goal Introductions
2. Time Capsule

Materials Needed

1. Worksheet: My Future Day
2. Tansparency: Goals for this Program
3. Overhead Projector
4. Envelopes
5. Scrap Paper

SESSION I

SCRIPT OF ACTIVITIES

I. INTRODUCTIONS

A. Self and Program (*do this quickly*)

Good Morning, my name is _____ and I am *(job)* _____. I also have *(indicate family)* _____. I say that because the topic I will be helping you with in the next two weeks is dual career families. That means simply, a family or couple where both the husband and wife work outside the home.

Today more and more couples are both working. Almost 60 percent of all married couples both work, which means that most of you will live in a dual-working family. Nearly half of all mothers with preschool children work outside the home. And since 52 percent of the labor force is women, there are as many, if not more, women working than men.

How many of your parents both work? *(show of hands)* How many of your mothers worked when you were much younger?

Because the change has happened rapidly in the last ten years, most people were not prepared for the stress and the complications of juggling the different roles of being married, having children, and working. In this class we want to help you think about what you want out of your life and how to get the most out of the choices you have to make in the next five to ten years to achieve your goals. Let's find out who you are and what some of your goals are right now.

B. Group Members

You all probably know each other but I don't. And since most of our time will be spent in activities and discussion together, I'd like to know everyone's name and make sure you really do too! While I'm learning your names, perhaps we can all learn at least one thing about your future goals for yourself.

Let's start by each thinking of what main job you hope to be doing ten years from now and then put that with your name. For example, you might be Dr. Jane, or Musician Bill or Homemaker Althea. I am already Counselor ____. Some of you may not have a clear idea at all. Just pick something you have thought of for yourself. *(pause)* Does everybody have something in mind? Good!

Now, I will introduce myself. Then the next person *(point to wherever you are starting)*, you will repeat mine and give yours, and so on around the room until we should all definitely know everyone's name and job goal. *(Respond to groans and giggles with jokes about anxiety of those at the end and silliness of "children's games" stressing that it will still be helpful for you).*

It looks like most of you expect to be working some if not all of your lives. What you choose to do, when you do it and who else is around to fit in with your plan are important decision areas that you will be dealing with in the next several years. The purpose of this class is to help you start thinking intelligently about some of those decisions.

II. GOALS OF THE PROGRAM

You will be involved in this unit for two weeks. We will be doing both activities and discussion around topics such as your attitudes about work and family, where your expectations come from, what you are looking for in a partner and how that affects your choices about your work or career, what different lifestyles are like, which ones fit you and which ones don't, and how you can begin planning based on what you do know is important to you *(show "goals" transparency)*.

The Goals for this Program are:

1. To help you become aware of the different life roles you have now and will have in the future.

2. To look at the advantages and disadvantages of different work and family lifestyles.

3. To look at your own personal priorities and factors to consider in making work and family decisions.

4. To explore ways people balance their different work and family roles.

III. AWARENESS OF ROLES

A. Present Roles

One of the important things to consider in all families is how to juggle everybody's roles so that the family runs smoothly. The roles you will have in five years will be different from the ones you have now. A role is a responsibility or involvement you have with someone or some activity. Some roles you choose and some are given to you. For example, one role you all have right now is that of a student. Outside of that, each of you has somewhat different ones. What other roles do you have? *(take hands in discussion point out variety of roles and that some are chosen, some are not)*.

Process Questions

1. Which of your various roles take the most time and energy?

2. How much freedom do you have to spend your time on the roles of your choice?

3. Do any of you ever experience any conflict between roles? *(student vs. althete, friend vs. daughter)*.

B. Thinking Future (5-10 minutes)

Now, I want you to do something that may be difficult for you. Imagine what a day in your life will be like ten years from now. What will you be doing? What roles do you think you'll have then? Take this worksheet *("My Future Day")* and spend a few minutes describing a possible future day in your life. Try not to make it your ideal future day. Just what you might realistically expect if you stick to your general life plan.

Instructions

Think about what you think you will be doing in ten years. Where do you think you'll be living? A major city? A rural setting? Out of Florida? Other? Who will be the main relationships in your life? Friends? A partner? Children? Other family members? Any specific ideas? What will you be doing for work? A job? Homemaker? In school? Any specific ideas?

Process Questions

1. What was it like to do this? What parts were difficult and which were easier?

2. How many expect to be working then? Still in school? Married? At least found a potential partner? Children?

3. What roles will you have added to the ones you have now? Will you have dropped any roles?

4. Are there any roles you feel certain you don't want to have then?

5. Did you envision any conflicts between roles as you listed your day? How many people included time for self?

Summary Statement

This kind of fantasy is hard to do. I expected that. Hopefully during these two weeks you will have some more ideas about what you want and don't want regarding roles such as working, being a partner, having children and doing your own thing for yourself. We'll start with how you are now - what your beliefs and attitudes are now because your ideas now will influence the choices you make the next year, and will eventually influence where you will be in ten years.

I'd like each of you to put your worksheet in this envelope *(pass out envelopes)* and write your name on the outside. On our last day we'll open them again and you can see if your thinking has gotten clearer or even more confused! *(collect envelopes and save)*

MY FUTURE DAY

Where I'll Be: Who will be in my life? What will I be doing?	Early Morning
	Late Morning
	Noon
	Early Afternoon
	Late Afternoon
	Evening

THE GOALS FOR THIS PROGRAM ARE

1. TO HELP YOU BECOME AWARE OF THE DIFFERENT LIFE ROLES YOU HAVE NOW AND WILL HAVE IN THE FUTURE.

2. TO LOOK AT THE ADVANTAGES AND DISADVANTAGES OF DIFFERENT WORK AND FAMILY LIFESTYLES.

3. TO LOOK AT YOUR OWN PERSONAL PRIORITIES AND FACTORS TO CONSIDER IN MAKING WORK AND FAMILY DECISIONS.

4. TO EXPLORE WAYS PEOPLE BALANCE THEIR DIFFERENT WORK AND FAMILY ROLES.

SESSION II

PERSONAL AND SOCIAL INFLUENCE

Objectives

1. To clarify participants' beliefs about work, marriage and family roles
2. To increase participants' awareness of some sources of their beliefs

Activities

1. Four corner belief clarifications
2. Parent Interviews

Materials Needed

1. Worksheet: Parent Interview
2. Scrap paper

SESSION II

SCRIPT OF ACTIVITIES

I. PERSONAL VALUES AND STEREOTYPES

(Pass out small pieces of scrap paper). We've talked about roles and how they will change in the next few years. Now we're going to start with a close look at you and your beliefs about work and family. I'm going to write a statement on the board that you may agree or disagree with. Think about it and decide whether you strongly agree, just agree, disagree or strongly disagree. Try to think seriously about how you feel without conferring with your friends. Then jot down your position on scrap paper. *(Write sentence on board and pause for a minute).*

It's probably best for all concerned if the man can be the breadwinner and the woman can stay home when the children are young". *(Point out four corners of the room and ask students to go to the corner of their choice)*

Now that you are in your corner, I'd like you to do two things; first, go around the group and share why you chose that, why are you there. Then choose a spokesperson/recorder and as a group decide on at least five resons or justifications for your corner's position. Does anyone have any questions? I'll give you about ten minutes to first share why you chose that corner and then to come up with a group position statement. *(When all or almost all groups are finished, have each spokesperson report that group's list of reasons. Leader clarifies and summarizes on blackboard emphasizing nonjudgmental approach to differing values: "So for you that is a real priority").*

As you can see, there is a diversity in priorities just in our group here. This activity points out two different areas of potential conflict or difficulty in making decisions that all of you may face at sometime. The first obviously is between people: If one of you from the agree corner ends up marrying a person from the strongly disagree corner, some real communication will have to go on in making major life decisions unless the two people discuss and resolve their differences before they get married. Unfortunately, many if not most people, don't do that; being in love is usually too much fun to cloud the issue with arguments about who's really going to change the dirty diapers in the vague future!

The second area of potential conflict is a little different. How many of you when I first gave the instructions had an immediate, clearcut idea of what your opinion was, which corner you belonged in? *(show of hands)* How many of you feel a clear-cut decision now? *(show of hands)* For most people things just aren't that clear-cut. You have lots of priorities and when they conflict just inside you alone, making decisions is difficult again. We want to feel successful and satisfied in a career but we also want to be good parents and that takes time and energy too. We want to be loving and helpful to whomever we marry but what if helping them means I can't do my thing? Juggling all these priorities, the roles they will lead you into, and the choices and decisions you will have to make will be our focus for the rest of our time.

II. HISTORICAL PERSPECTIVE

A. *(If time permits)* Of course its very popular these days to talk about all the new choices young people have. Why is that so? Think for a minute about one of your parents. Which corner would they have chosen? Be that parent and go to that corner now. *(Repeat consensus format as much as time permits - leader comments on change or lack of it)*

B. Homework: Parental Interview

Tonight I'd like you to find out what your parents think about some of this. *(Pass out interview questions)* Start with asking them to do just what we did today. Which position would they take? How about 25 years ago? What are their reasons. Here are several more questions you can ask also. Just write down some notes about what they say and we'll talk about it the day after tomorrow, so you only have two days. Either or both parents are fine. If you can't get one of them find a grandparent or aunt or uncle to interview. Remeber, this is an interview so <u>you</u> ask the questions and take notes.

<u>Summary Statement</u>

Tomorrow we're going to look at some couples and the different choices they might make regarding work, family and self. The next day we'll find out what some of your parents said and what things are the same and different from what you are finding today. That gives you two nights to get some time with your parents or guardian.

PARENT INTERVIEW

Ask your parent(s) as many of the following questions as you have time for.

1. How do you feel about the following statement: "It's probably best for all concerned if the man can be the breadwinner and the woman can stay home when the children are young"

   Strongly Agree? Agree? Disagree? Strongly Disagree?

2. How would you have answered that 25 years ago?

3. When you were my age, what did you expect your life to look like on a time line? What did you expect as far as a career, working having a family?

4. In what ways did you want your lifestyle to be different from the one you grew up in?

5. What important choices or decisions have you had to make regarding your family and lifestyle?

6. *(For mothers)* How did you feel about working/being a homemaker?

   a. *(For homemaker mothers)* What was your motivation for being a homemaker? Did you ever consider or want to work?

   b. *(For working mothers)* How did you decide to work? Did you ever consider or want to be a full time homemaker?

7. *(For fathers)* How have you managed being responsible to both your work and your family?

8. Based on what you've learned, as far as work and family are concerned, what do you want for my life? What advice would you want to give young people?

SESSION III

The "What", "When" and "Who" of Decision Making

Objectives

1. To introduce participants to three factors in life planning decisions: content, timing and interface with significant others.

2. To increase participants' awareness of issues in decision-making with dual-worker couples.

3. To clarify participants' values in life-planning decisions

Activities

1. Simulation: "Susan"

Materials Needed

1. Simulation Card Deck

2. Worksheet: Simulation Summary Sheet

SESSION III

SCRIPT OF ACTIVITIES

I. CASE SIMULATION

A. Activity

People have lots of different beliefs, reasons, and circumstances that affect their decisions. Today, let's look at a specific case and see what kind of decisions we might, as a group, make in a situation.

Let's divide into five small groups. *(Help class into groups with some boys and girls in each group).* I'm going to give each group a card that tells you about Susan and some choices she has to make. Pick a recorder in your group to read the card and write down your group's thoughts. *(Ask for hands of the recorders).* Now, after you hear about Susan, you will have to choose for her from three possible decisions she might make. As a group, choose an alternative for her and list four reasons why your group felt that was a good decision for her. *(Pass out first cards and simulation summary sheet. Allow four to six minutes).*

Now let's check quickly around the groups to see what you decided. We'll talk about your reasons a little later. *(Ckeck each group).* The decision you make in the first round naturally affects what Susan's next decision will be. Your next card will be different for each group. Here is Susan now with a new set of choices you must help her make. *(Pass out appropriate cards and proceed through round two and three as in round one).*

B. Process Questions

1. How did you find this activity to do? Hard? Easy? Why?

2. Was it hard to reach a consensus? Why? *(Emphasize diversity and its value).*

3. First, what actual decisions did you make for Susan?

4. Now, let's look at some of your reasoning. What were some of the issues you could see in round one, i.e., what needed to be weighted againse what? Round two? Round Three? *(Leader clarifies responses both in their specific content and by labeling issues as a role conflict when possible, i.e., marriage vs. career and/or as a "What", "When" or "Who" issue. Clarify values and priorities inherent in a particular choice).*

5. What were the solutions you reached for these issues? What solutions would you have come up with yourselves other than the choices you were given in the activity? *(Leader clarifies and labels solutions as "What", "When" (timing) or "Who" (negotiation, communication) solutions or a combination).*

6. What have you learned from this activity?

SIMULATION SUMMARY SHEET

ROUND ONE
CHOICE:

REASONS: 1

2

3

4

ROUND TWO
CHOICE:

REASONS: 1

2

3

4

ROUND THREE
CHOICE:

REASONS: 1

2

3

4

SESSION IV

THE "WHAT"

Objectives

1. To clarify the sources of and influences on participants' lifestyle and role expectations.

2. To aid participants' self-assessment of areas of potential role conflict.

Activities

1. Parent interview reports

2. Self assessment

3. Role conflict situation decisions

Materials

1. Worksheet: Role Expectations Self Assessment

SESSION IV

SCRIPT OF ACTIVITIES

Historical, Social and Personal Perspectives

I. REVIEW HOMEWORK

Let's start today with the kinds of responses your parents had to your questions. What kinds of expectations did they or do they have for themselves? *(Leader elicits responses to all questions on questionnaire and clarifies responses by sorting into work, self, marriage and family categories. After most of content has been elicited, develop a summary perspective by asking):*

1. What things affected your parents' choices?

2. How does your generation have it different?

II. DISCUSSION: DIFFERENT EXPECTATIONS AND CONDITIONS TODAY

Let's look now at how your own expectations for yourselves are different or the same as your parents' at your age. What conditions exist in our society now that contribute to different expectations? Let's quickly see how many differences in society you people are dealing with in just *(5 minutes). (Leader solicits responses leading to the following type of statements of conditions and lists them on the board. If any below are not mentioned, leader should mention the possibility and ask if they think that might be included).*

1. Smaller families: children timed and planned if children are ever had.

2. More interest and importance placed on self development; more selfish orientation.

3. More interest in and expectation for marriage as a relationship; greater demands on marriage to be fullfilling.

4. Divorce is more acceptable both socially and personally ties in with standards for marriage *(if it is not personally fullfilling then get out of it).*

5. More freedom from traditional expectations; diverse lifestyles more common and socially acceptable.

6. Women's movement; more acceptance and encouragement for women to do their own thing.

7. Less economic freedom; inflation almost requires two incomes to realize middle class dream.

8. Affirmative action and equal opportunity programs lead to more opportunities for women.

9. Families and careers are being delayed longer because a high school diploma won't do it anymore; training opportunities are more available (community colleges, military, community education programs) closer to home; birth control available and acceptable.

10. Expectations for a job to provide other satisfactions than just money and status (ties in with selfish orientation that self need to be enhanced at work).

11. Shift for women from being a privilege to stay home to it being a privilege to work.

12. Awareness of children as a hardship and strain as well as a joy and a reward. Romantic view of motherhood being more critically scrutinized.

13. Pressure on men to be more active with family, more sensitive, less "all work".

III. ASSESSING PERSONAL BELIEFS

Certainly eveyone in this group shares in some of these beliefs and is influenced in your thinking by some of these social conditions. You probably also disagree with some and share in some of your parents' beliefs as well. Let's look for a few minutes at how each of you thinks along these lines. Here is a brief questionnaire that I'd like each of you to fill out. This is just for your personal use and not for me to collect or to share with the group if you do not want to. *(Pass out worksheet entitled "Role Expectations Self Assessment").*

On this sheet are twelve statements which you may strongly agree with, agree, be undecided, disagree or strongly disagree. Read each one and then check the response that reflects how you really feel *(Pause for a few minutes until everyone has finished).*

Now look down the columns where you have marked your answers. Count how many SA's you have and in the bottom multiply that number by five and write the amount in the box. For example, if you strongly agree three times, three times five is 15, so you would write 15 in the first box. Do that step for each column. For all your agree answers you should multiply by four, undecided by three, etc...*(Pause and check to see that directions are being followed correctly).*

Now total up all five boxes and write your "score" in the total box. Of course, this is not a score in any right or wrong sense. Your total score can, however, give you a ballpark idea of how traditional your own expectations and beliefs are; what lifestyle you expect to have and would be most comfortable in. The highest number possible is 60, the lowest is 12. The closer to 12 your total is the more likely that you share some traditional beliefs and would enjoy a more traditional lifestyle. The closer to 60 your total is the more you may be expecting to have a dual career and/or more diverse life family style. Probably most of you are somewhere in the middle because we all have mixed feelings about some of these issues.

Of course, how you answered each individual item can tell you even more about your expectations. Look at the statements again. You will see that some of them deal with WHAT you will decide about a career, marriage, family and your personal development. Some of them deal with WHEN, the timing of some of your decisions and roles in your life. And of course WHO you find yourself making these decisions with cuts across most any of your expectations; for example how many children you will have is a decision you will make presumably with another person.

Process Question

1. What reactions are you having to your score?

The "What", "When" and "Who" are the sources of most issues and their solutions that occur for people in life planning. We will be looking in the next few sessions at how other people deal with some of these issues and start to help you look at what some of your own priorities will be in planning the "What", "When" and "Who" of your life.

IV. ASSESSING POTENTIAL CONFLICTS *(If time permits)*

The fact that your "score" on this little questionnaire points out the fact that most of us want to be several things: A successful worker, good parent, happy spouse as well as having time just for ourselves and our own personal needs and interests. All those roles take lots of energy and can create conflict for people. You even experience some role conflicts now: perhaps conflict between being a good student and a good football player - sometimes its hard to find the time, energy or motivation to do it all.

Let's spend the rest of this period looking at what you might do in some "role conflict" situations. *(Use list included)* I will read out some choice conflicts situations. Go to this side of the room if you would choose the first choice, this side for the second choice and the middle of the room for undecided. Try not to choose undecided unless you really can't choose. *(Pause until everyone has moved)* Why did you make that choice? *After each round, leader processes each groups reason for their choices by pointing out diversity, any male/female differences and the frequency (low/high) of undecided).*

Many of these kinds of conflicts only become real when we are actually involved in them with another person. Our next two session we will be looking at your values and needs when it comes to the WHO is your life.

ROLE EXPECTATIONS
SELF ASSESSMENT

	SA	A	U	D	SD
1. I expect to have 0 to 2 children					
2. My own personal development is as important to me as having a good family.					
3. My relationship with my spouse should be the most important reason for getting and staying married.					
4. I expect that both my spouse and I will work and have careers most of our lives.					
5. I don't feel there is any social stigma about wives working today.					
6. I expect that both I and my spouse will have to work to have all the things in life I would like for myself and my family.					
7. There are a lot more opportunitues for women to work these days.					
8. I expect to postpone having kids until at least my mid-twenties					
9. I expect to go on for further schooling or taining after high school.					
10. I want more satisfaction out a career/job than money					
11. I think that never working outside the home would be very unfullfilling for most women.					
12. Children can be as much of an inconvenience in people's lives and achievements as they can be a reward.					
Total Checks	___	___	___	___	___
Multiplied By	0	81	___	___	___

Grand Total (add all five boxes)_____

CONFLICT STATEMENTS

1. You got accepted to a prestigious college but your boy/girl friend wants you to go to the local college with them.

2. You have a year old baby and are offered an interesting, high-paying full-time job with many new opportunities.

3. You have been working all day and when you come home you feel you should spend some time playing with your children but you're so tired all you want to do is be left alone.

4. You got a great part in a play (or orchestra or team) you've been wanting but your partner wants you to turn it down becuase you'll be away at practice so often.

5. You've been offered two jobs; one that pays twice as much as the other but is half as interesting to you.

6. You want to spend the evening doing some work (or homeword) at home and your partner wants to go out.

7. You'd like to go to school in the evenings to further your career but you hate to give up your nights and weekends of personal time.

SESSION V

THE WHO

Objectives

1. To clarify paritipants' expectations for a future partner.
2. To increase participants' awareness of the desires and expectations of the opposite sex.

Activity

1. Ideal opposite sex

Materials Needed

1. Butcher paper
2. Markers

SESSION V

SCRIPT OF ACTIVITIES

I. INTRODUCTION

We've talked about your interests, concerns and some of your goals. we'll look at what happens when you add another person to this. Although some of you will probably decide not to marry, you may decide to live with a partner or will have a relationship. So what we're goint to do now is look at what qualities you want in a partner.

II. ACTIVITY

Ail the boys get together on this side of the room and all the girls on the other side. *(Shuffle seating, hand out bucher paper and markers).* List the qualities or characteristics of your ideal partner, girls, what's an ideal guy like? Guys, what do you think an ideal girl is like? The only rule is "no vague words" like "nice", "good personality". What does that tell me? Be specific, "thoughful about little things" or "funny, sense of humor". Select one person to do the writing. Any questions? Okay, go ahead *(After 10 to 15 minutes check on any problems with unanimity. Leader floats to help with specifics).*

I know you aren't through but I'd like you to stop for a few minutes.

1. Are any of you feeling frustrated? Do you know why?

2. Do you have big differences among your group about what you like?

3. How does it feel to have those differences? Are you too diverse to get agreement from one group?

If so, you may divide yourselves into four groups, two for girls and two for boys if you think you share more in common with certain people. That's fine if you have differences of opinion...it's a good thing we all don't like the exact same kind of person. But there are types of people and one of the easiest ways to divide your group up is whether you basicall like an extroverted person, social, active, outgoing or whether you are attracted to a more introverted person, quieter, thoughtful, steady. Sure there are others, but if you want you can divide up by that way. Decide now if you will stay as one group or divide into two.

What did you decide? If divide, do it now. Now, go back and begin describing your ideal person again. Remember, be as specific as you can. *(give another five to ten mintues to get lists fairly complete).*

Now, turn your list over and make a list of what you think the other side of the room wrote on their paper. Girls, what do you think the guys wrote down about an ideal girl? Guys, what do you think the girls wrote down about an ideal guy? *(If two groups, have both do the task).*

III. DISCUSSION

Okay, let's share what you've written. Select a spokesperson for each group *(Take turns handing up their guesses at other sexes ideal person and telling about it; i.e., their reasons for their guesses, what they life and don't like about what they think the other group wants).*

Process Questions

1. Before we turn your lists over and look at how well you really did guess what the other one is looking for, how do you feel about thinking this is what the other group wants.

2. Does it fit you? Or is it very different?

3. Do you want to be like that?

4. Are these qualities you would like others to see in you? Which ones?

5. Was this exercise hard for you? Why?

Okay, now let's look at what each group really did write for their ideal person *(Turn sheets over and spokersperson share one at a time).*

1. Does anything up there really surprise you? Why is that?

2. How do you feel about what the other group wrote guessing your ideal? Were they close?

3. What reactions would you like to share with the other group? Guys, is the girls' ideal guy realistic, intimidating, relieving to see? How about you girls?

4. What might be some of the disadvantages of having such an ideal person for a partner? Guys, girls can you tell the other group and disadvantages?

5. Are any of your ideal characterisitics incompatible with in the same person?

6. What questions do you have for the other group?

We had both a lot of agreement and disagreement here today. If you plan to spend your life with another person, it pays to know something about how they think! As you can see we did pretty well or not so well guessing how the opposite sex thinks today.

Tomorrow we will look at how your ideal partners might act in situations and start thinking about how such a person might fit with your ideal life plans. *(Save lists for next day).*

SESSION VI

THE WHO AND HOW

Objectives

1. To increase participants' awareness of types of potential role conflict
2. To relate participants' ideal mate expectations to present and future roles.

Activities

1. The Ideal Mate in Action

Materials Needed

1. Ideal person list from Session V
2. Butcher paper
3. Markers

SESSION VI

SCRIPT OF ACTIVITIES

I. COUPLING INTER-RELATIONS: Role and Ideals

Let's put your ideal people on the board again. Let's look at how these ideal people would respond in real life situations. What kind of choices would they make? What kind of values would they have if they were confronted with some of the problems you have or will have? Let's get back to yesterday's groups. I'm going to read one of the conflict situations from Session IV. Think how the ideal person might answer it for both boys and girls. Decide as a group and your spokesperson can tell us your decision, both what your ideal person would do and what you think the other's ideal would do.

A. Statement

You got accepted at a prestigious college but your boyfriend/girlfriend wants you to go to the local college with him/her.

Process Questions

For Guys: (1) How would this ideal girl answer that?
(2) What reasons would she have?
(3) What might be some of the disadvantages then of having such an ideal partner?

For Girls: (1) Is that what you thought she would do? What do you think of that?

Both Both: (1) Are some of these ideal qualities incompatible in the same person?

Okay girls, what would this ideal guy do? *(Repeat questions)*

B. Here's another statement:

You have a year old baby and are offered an interesting high paying full-time job with new opportunities but also lots of extra demands. *(Same process questions as before).*

C. Another statement

Your spouse likes a neat, clean, organized house but you are more casual about picking things up and don't like housework. You both work. Since you get home earlier, your spouse expects you to do the cleaning. *(Same process questions).*

D. Plus

1. Looking at these ideal peole in action, would you like to change anything about them now? Do it.

2. Do you see any new conflict areas for yourself?

3. Are there any qualities you've found to be very important to look for?

Some of these situations may seem very far away to you right now but it pays to try to project qualities that you like now into the future. That cute, outgoing cheerleader type might turn into a nag because she isn't going to like staying home and keeping house. And the macho man football player may be very uncomfortable helping around the house - he'd rather be with the boys!

II PRIORITIZING BELIEFS *(If time permits)*

Let's get back in your same sex groups again for a few minutes - girls over here, guys over here. After our discussion you may be more sure of what qualities are especially important to you. As a group try now to list the five most important qualitities in a person to marry. What would be most important in an ideal marriage partner? *(After a few minutes, ask groups to share their lists and reasons. Point any changes or similarities to original lists. Ask for each groups' reaction to the other group's list).*

Of course it's much easier to say now what is ideal and when you fall in love you will of course see al these qualities in the other person - whether they are there or not! Even an ideal couple, however, has lots to deal with every day that doesn't have much to do with romantic love or even being a terrific person. Tomorrow we will look at what it's like to put two persons' daily needs and schedules together.

SESSION VII

PUTTING IT TOGETHER

Objectives

1. To increase participants' awareness of role issues in day-to-day reality.

2. To clarify participants' own styles in decision making with a partner.

Activity

1. Future Friday

Materials Needed

1. Worksheet: Future Friday

2. Transparency: Daily Living Factors

3. Transparency: Types of Issues

4. Overhead projector

SESSION VII

SCRIPT OF ACTIVITIES

I. INTRODUCTION

We've been talking about guys and girls both ideal and real. Today we are all going to get married. Luckily, we'll all get divorced by the end of the period. I'd like for everyone to get into pairs: You don't have to all be boy-girl pairs although that will help; just get into two's *(Assist with pairing trying to have as many boy-girl pairs as comfort will allow).* For the next 20 minutes or so you are all married to each other *(Emphasize this in a humorous way that it is just pretend).*

II. FUTURE FRIDAY

A. Setting the Scene

First, I'd like each pair, if you're the same sex, to decide who's going to be the husband and who's the wife. Is everyone ready? Let's all pretend that it is ten years from now. You are 26-28 years old. Now take about three minutes to decide with your partner how long you have been married, what you are each doing, and how many children you have so we can get the scene set. While you are talking I will pass out a worksheet to everyone. There is a space at the top to write down your answers to those questions.

B. Planning Your Day

Now, move your chairs apart from your partner so that you are not working together. Assume it is a Friday. Separately, describe on the rest of your worksheet what you do during the day from getting up to going to bed. Don't include every detail; brushing your teeth or shaving can go under the heading of getting ready. Do not confer with each other while you are imagining the day. Take about ten minutes to do this.

C. Planning Together

Is everyone through? Now take about five minutes to compare your day with your partner's. Do your days fit with each others? Did someone cash a check? Were the kids (if any) taken care of all the time? Did someone cook? Here is a list *(transparency)* of factors you should check your day for. *(Read each item aloud asking if anyone took care of this. When? How?)* Go over your days carefully together to see what adjustments you need to make. *(four or five minutes).*

D. Process Questions

1. What was it like trying to plan a real day so far in the future?

2. What differences were there when you put your days together?

3. How did you decide who would do what?

4. "Wives", how was your day different from your "husbands"? Why?

5. "Husbands", how was your day different from your "Wife's? Why?

6. What differences did children make? If no kids, why did you decide not to have any?

(Leader elicits male-female differences in both content of day and style of decision making; acknowledging overwhelming feeling of details and stresses and/or unreality of such planning for them presently).

E. Reality Factors

Now let's spice it up a bit. I am going to give you some new factors to put into your day. Think about them and decide together what adjustments, if any, you will make. *(For each new factor, allow two minutes adjustment time and then discuss what adjustments were made and what male-female differences in handling the situation occurred in the class between individuals. Who was active? Passive? Gave in? Took over?)*

Factor 1: The wife has to work late and has a headache when she finally gets home.

Factor 2: One of the kids has a sore throat and fever when you get up in the morning. If no kids, then one spouse is sick.

Factor 3: The toilet breaks at breakfast and water is flooding the bathroom floor.

Is everyone ready to get divorced? As you can see there are lots of things to consider in juggling jobs, marriage, and family. Most of the issues that people deal with can be categorized one or more of three ways: *(Use transparencies)* 1) As a management issue; how do we handle the time resources or organization. 2) A relationship issue; how do we deal with each other or negotiate in our relationship. 3) A personal values issue; perhaps a conflict between two things that are both important to you.

For example, doing the housework can be a management issue for some couples, i.e. hiring someone else to do it, organizing a schedule for chores that fits work schedules. Or it might be a negotiation issue for another couple who disagree about whose role it is to do laundry, or, if neither one likes to do housework, they need to negotiate with each other. Or housework can be a personal values issue. Some of you may have run into this with your mothers. You don't mind a messy room but neatness and cleanliness is important to her just on the principle of the thing. One lady I knew could have afforded a maid (a managment issue) had a willing husband (no negotiation there) but simply had to do her own housework in her own home herself; it was a strong personal value that created conflict for her because she was also working full time. *(To further clarify here, try to find more examples from students themselves).*

Notice that these are not problems (unless they go unresolved for a long time). They are issues. An issue is something that requires a decision, a solution - handling in some way. Every couple has issues to deal with every day and they usually muddle through!

Of course, every couple has their own way of deciding how they will combine all their roles. Tomorrow we will look at how you see the advantages and disadvantages of different combinations.

FUTURE FRIDAY

I am the _____wife, _____husband.

I've been married for _____. I have _____ children.

The husband's job is _____. The wife's job is _____

EARLY MORNING	Wake Up Time
MORNING	
LUNCH	
AFTERNOON	
AFTER WORK 5-7	
EVENING	
	Go to Bed Time

DAILY LIVING FACTORS

- Groceries
- Meals Prepared
- Money in Pocket
- Transportation (how many cars, who took what)
- Child Supervision
- Child Care
- Laundry
- Social Plans
- Communicate with Each Other? (who made plans, when?)
- Babysitters
- Any Time for Self
- Time Alone with Each Other
- Time with Children

ISSUES AND STRATEGIES

I. PERSONAL VALUE ISSUES

- Assessing Pirorities
- Assessing Individual Meanings
- Reevaluating

II. MANAGEMENT ISSUES

- Time Management
- Organization
- Utilizing Resources (money, people, services)

III. RELATIONSHIP ISSUES

- Communication
- Mutual Planning
- Joint Problem Solving
- Negotiation

SESSION VIII

PLUSES AND MINUSES

Objectives

1. To help participants assess the advantages and disadvantages of different lifestyles combining different life roles.

2. To assist participants in identifying tentative personal preferences in lifestyles.

Activity

1. Life Style Corners Assessments

Materials Needed

1. Markers (4)

2. Butcher paper: 8 sheet labeled as follows:

   Married, both working, no kids
   advantages

   Married, both working, no kids
   Disadvantages

   Married, both working, with kids
   Advantages

   Married, both working, with kids
   Disadvantages

   Married, one person working, no kids
   Advantages

   Married, one person working, no kids
   Disadvantages

   Married one person working, with kids
   Advantages

   Married, one person working with kids
   Disadvantages

SESSION VIII

ALTERNATIVE CLASS ACTIVITY TO SPEAKERS

(Closing statement for session vii if you plan to use this activity rather than having guest speakers):

"Tomorrow we will look at some of the advantages or rewards and some of the costs or liabilities for four different life styles".

I. LIABILITIES OF LIFESTYLES

Yesterday we experienced some of the stress, some of the problems, some of the issues that people might face when both husband and wife are working. Today let's try to sort out more specifically what some of those might be for several different lifestyles. Let's get into four groups - we'll just divide the class into quarters here *(Do this physically for the class)*.

I am going to give each group a piece of butcher paper with a particular combination of work and family roles listed at the top. For example, this one *(hold one up)* says "married, both working, no kids". Imagine a couple in that situation and as a group, brainstorm what the disadvantages, problems and issues for that lifestyle might be. For example, obviously whatever rewards come with having kids would not be available in this lifestyle. And they might rely more on their marital relationship for rewards than if their family were larger meaning there just might be more stress or pressure for the marriage to be super great. Just put down anything your group can think of that might be a disadvantage or an issue that would have to be dealt with by a couple in this situation. You might find it to be helpful for issues to think in the categories we talked about yesterday; personal value issues, management issues or relationship issues or think in terms of the four areas of life that take time and energy: Marriage, work, family and self. Do you have any questions?

(Give groups about eight to ten minutes. This will be a difficult concept at first. Float around among groups giving suggestions of areas or ideas they may not be thinking of. The idea is to generate a list of disadvantages or costs that each lifestyle demands so that it can be contrasted both with other lifestyles and with the rewards, payoffs or advantages of the same lifestyle).

II. REWARDS OF LIFESTYLES

It gets a little depressing just listing the liabilities of a lifestyle. Let's spend some time brainstorming the advantages, the rewards of those same situations. Here is a second sheet of paper *(Pass out paper to each group with the same situation they had for liabilities)*. Spend the next ten minutes imagining all the rewards your group can think of for the individuals and the couple in this life situation.

Anything from little to big - as many rewards or advantages as you can think of. *(Give groups about ten minutes again. Then tape papers up around the room).*

III. DISCUSSION

Let's see what you have come up with. Will the recorder from each group quickly point out what advantages and disadvantages you came up with? *(As each group reports, ask the class if they can think of any they would add to either list. Any they disagree with?)*

After all groups have reported:

1. What reactions do you have to these lists?

2. Which lifestyle do you think you ideally would like to have? Which do you realistically expect to have?

(If time permits and the risk-level of the class will allow, ask everyone to go to the side of the room for their preferred lifestyle. Have an undecided group in the middle of the room. Have each group share briefly their main reason for choosing that one. Then have each group report to class as a whole).

IV. SUMMARY STATEMENT

Obviously there are as many different preferences for lifestyle as there are people just here in this class. Different people have very different preferences. We all have different needs and want different rewards in life. And of course, many *(or a few, or some-whatever showed up in the distribution)* at this stage of your lives don't know what is going to be most important to you. That's fine. Hopefully, this unit is giving you some ideas to think about as you make those decisions in the next few years.

Tomorrow we will look at one more very important factor in planning your life and handling a particular lifestyle - timing. You may not have a total life plan right now but starting to think of planning over a lot of years may help you get started on what your life plan will be.

SESSION IX

THE "WHEN": LIFE TAKES A LONG TIME

Objectives

1. To increase participants' awareness of planning as a process over time.
2. To clarify participants' own goals within a life-long time frame.
3. To increase participants' understanding of their own potential high role conflict time periods.

Activities

1. Time lines
2. Feedback on program

Materials Needed

1. Worksheet: Time Line
2. Transparencies: Female (4)
   Male (4)
3. Feedback forms
4. Overhead projector
5. Grease pencil

SESSION IX

SCRIPT OF ACTIVITIES

I. INTRODUCTION

We've given you an opportunity to look at how other people's lives develop over time. We've talked about making decisions about WHAT people do WHEN they do it, and WHO they do it with. Today, we are going to give you a chance to try some life planning for yourselves. Although you still have uncertain areas hopefully you have a better idea of what you want than you did when we started.

II. TIME LINE ACTIVITY

Here is a worksheet that each of you will do some planning on in just a few minutes. *(Pass out Worksheet: Time Line)* You can see that it is divided into four parts labeled WORK, MARRIAGE, FAMILY and SELF. Each of these describes an area of activity that you may have over your whole life time. The key phrase is "over your whole life time".

At different times in your life you will be putting more or less time and energy into any of these areas. For example, the time and energy you put into work may start out low *(Illustrate by drawing a line on the chalk board)* now while you are in school, build up until it reaches a peak at 40 to 45 and then gradually become lower as you reach retirement. Or some women's may look like this: low through her 20s and 30s and then up high if she decides to go back to school and start a career after her children are grown.

Each activity area has room for you to draw your own line - how you imagine your time and energy commitment will flow from age 18 to 70 in each area. Fold your paper on the first dotted line so you can only see the first part, WORK. Try to imagine what the demands on your time and energy will be and draw you own "commitment line". Remember you, hopefully, will feel committed to your job, your spouse, your family and your own personal interests throughout your life. Just the time and energy commitments will vary. Draw your line for WORK, then fold your paper so only Part 2 shows and draw another line for MARRIAGE. Then Part 3 and Part 4. Do not look back at your other ones to try and make them match up. Do each one separately. Does anyone have any questions? *(Allow three to five minutes).*

III. CLASS DISCUSSION

A. Female

Now, open your paper and look at all four lines. Will your activity areas fit together? Would they fit with another person? Before you answer those questions for yourself, lets all look at the same person as an example. Here are the time lines for a woman. *(Show each separate*

time line for the female, pointing out the ups and downs and asking students for guesses as to why, what age, what possible events etc...then lay MARRIAGE over the WORK line, then put on FAMILY, then SELF. After each overlay ask):

1. What do you see here. Why are the ups and downs at different times?

2. What do you guess are stressful times in her life? Why? *(Stresses equal when several are high, sudden shift points to high or low).*

3. Do think this is realistic?

B. Male

Now here is another person, a male. *(Repeat process as above ask additional questions at the end).*

1. What differences did you see between this man's lines and the woman's?

C. Together

Now let's say that this man and this woman meet when they are 25, fall in love and get married. Here is what their lives would look like together if they stick with their overall life plans. *(Respond to giggles or feelings of being overwhelmed, etc...).*

1. Where is the stress?

2. What can they do about the stress? *(Bring out the choices involving (a) WHO; compromising, negotiating, (b) WHAT; changing expectations (c) WHEN; changing timing or (d) just accepting a stressful lifestyle. List suggestions on the board attempting to categorize them under WHO, WHAT or WHEN.*

Look back at your time lines:

1. Where is the greatest amount of stress in yours?

2. Where is the least?

3. Are there any changes you'd like to make on it?

4. Why is it so difficult to resolve some of these conflicts regarding stress time, overlapping commitments?

Certainly we will all have stresses to deal with in our lives and in trying to fit our own expectations with other people and other demands on us. Two of the main ways people deal with those stresses you have experienced today: (1) Trying to think ahead; to plan over time and (2) Staying flexible in those three areas we've kept mentioning; the WHO in your life, the WHAT you want to do and the WHEN you choose to do it. You still have lots of decisions to make what you will do, who and when you will marry. But we hope these two weeks have given you a head start on planning for those decisions and particularly in seeing how they all fit together, influence each other and create lots of different options for nay one person or two people together.

IV. FEEDBACK

Now, I'd like you to tell me what this two weeks has been like for you. Here is a short questionnaire that I would like all of you to complete for me. Please be as honest and as specific as you can be. *(Pass out evaluation sheet).*

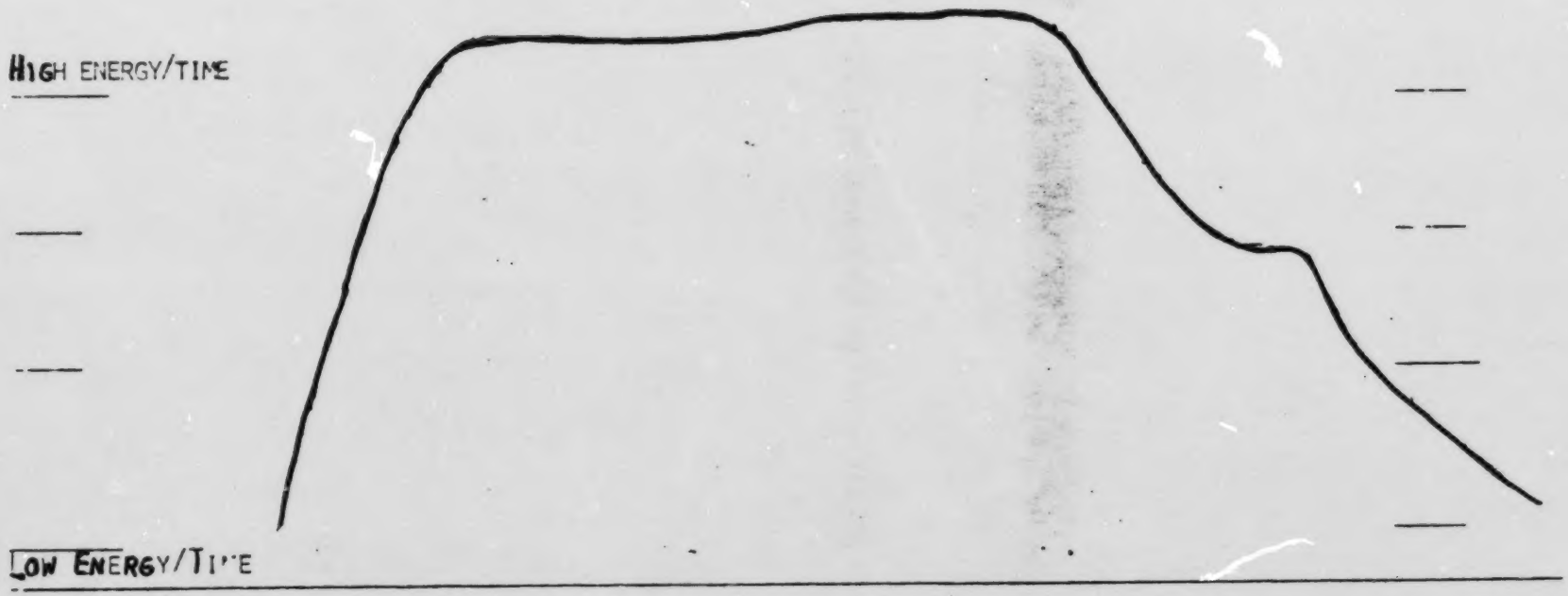
(If time permits) This is our last session together. Tomorrow I'll be asking you to complete some tests again. Right now I'd like some feedback from you about the materials and topics we've covered. Think of anything helpful you may have learned - not the silly stuff like *(use an example from class)* but something important to you, any knowledge, awareness or information that you gained. Let's go around the room quickly and have everyone finish the sentence: "From this unit I learned _____."

TIME LINE

WORKSHEET # 5

PART 1

WORK



TIME LINE

WORKSHEET # 5

PART I

WORK

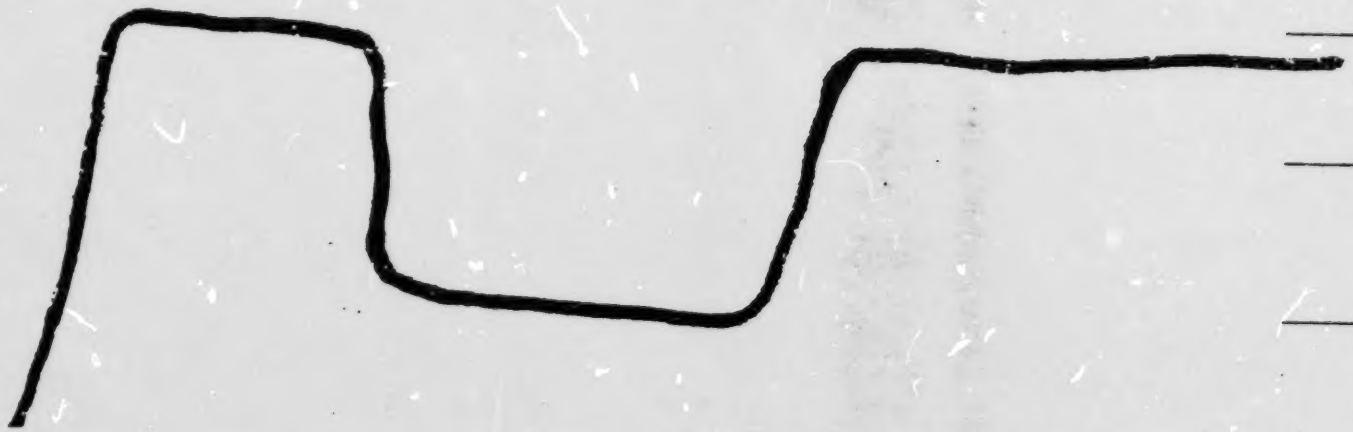
TIME LINE

MARRIAGE OR PARTNER

WORKSHEET #5

PART 2

HIGH ENERGY/TIME



LOW ENERGY/TIME

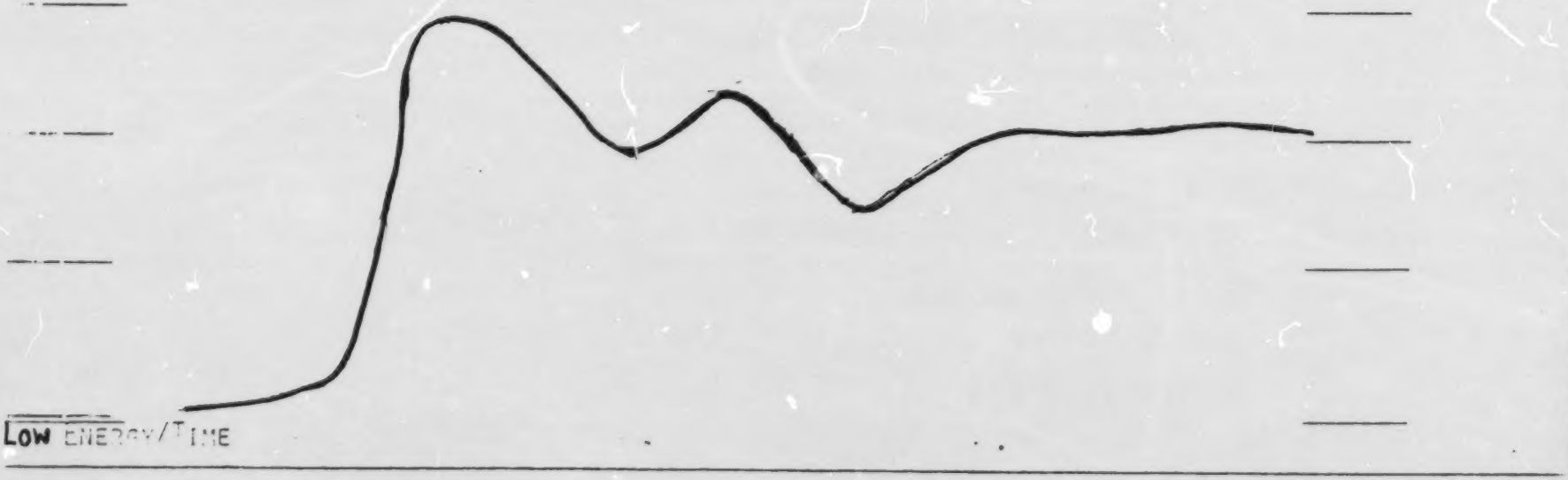
AGE: 20 30 40 50 60 70

TIME LINE

WORKSHEET # 5

MARRIAGE OR PARTNER

PART 2

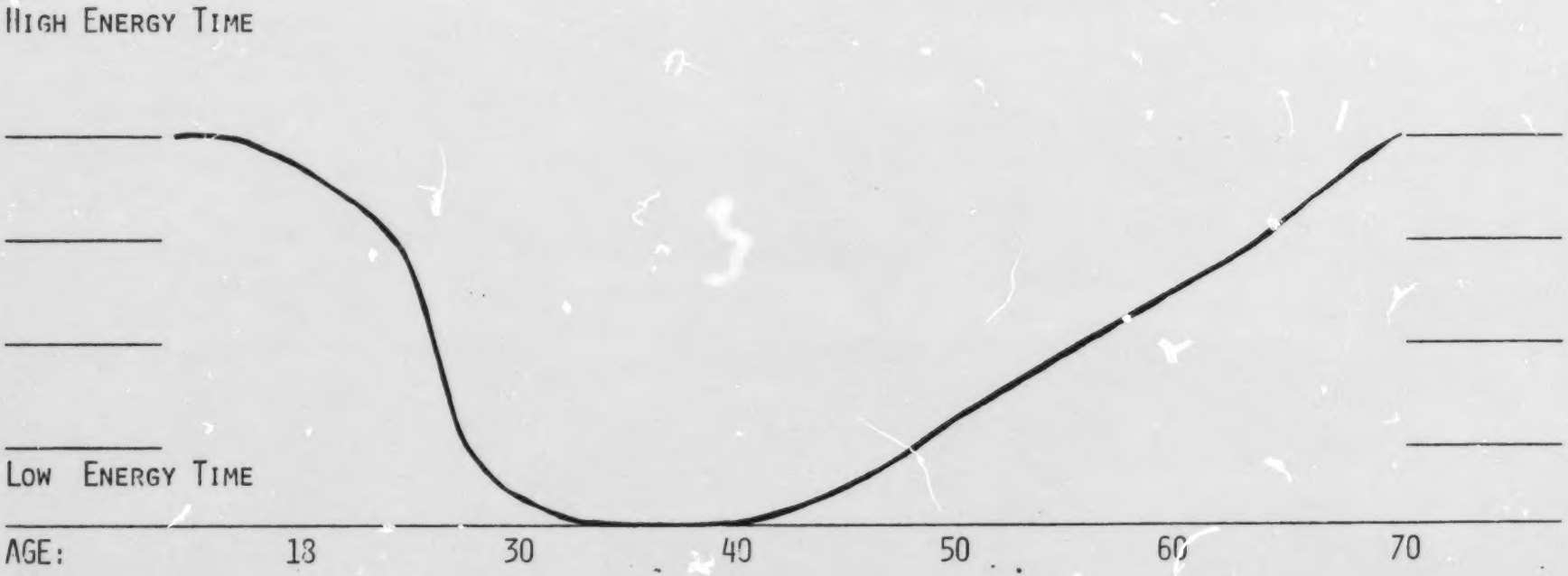


TIME LINE

SELF

WORKSHEET #5

PART 3

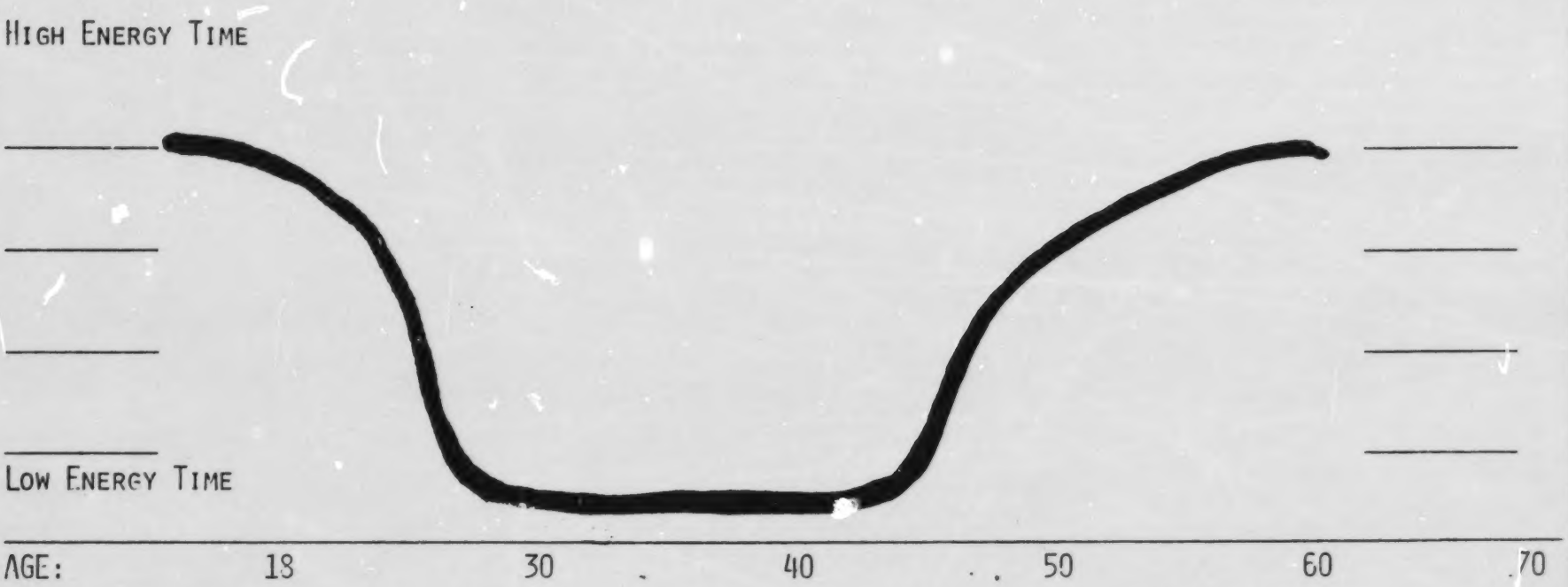


TIME LINE

SELF

WORKSHEET #5

PART 3



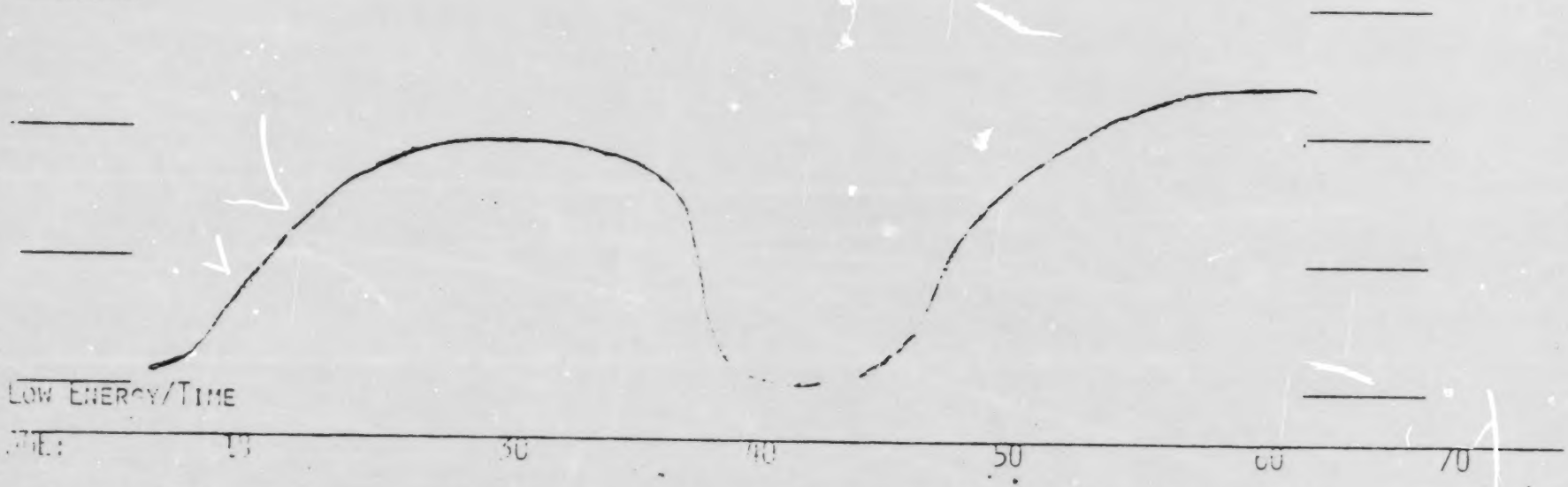
TIME LINE

WORKSHEET # 5

FAMILY OR CHILDREN

PART 4

HIGH ENERGY/TIME

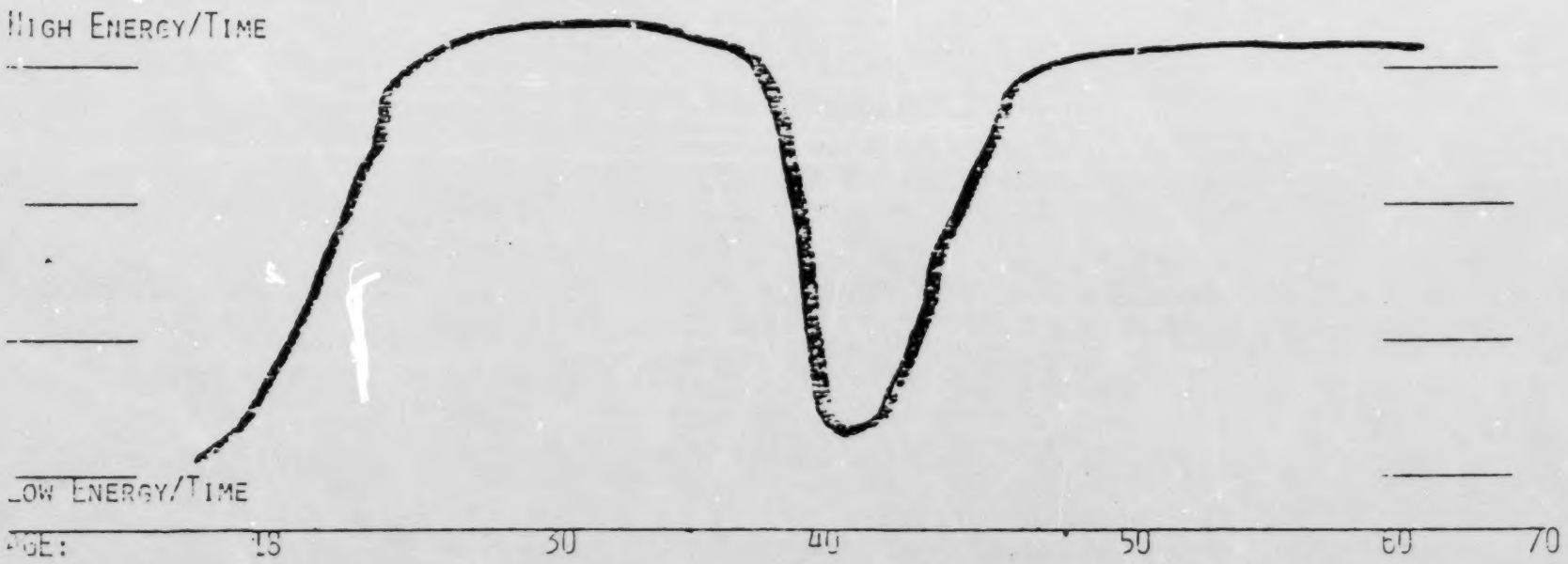


TIME LINE

FAMILY OR CHILDREN

WORKSHEET # 5

PART 4



College Dual Career Couple Program

Appendix B

Methods Related to the Development of the College Level Program

The task of developing a college level dual career program was conceptualized as a three-phased process. Phase one consisted of the identification of significant needs and developmental issues of this age group with the formulation of major assumptions about the nature of the program content and format. Phase two involved the actual formulation of program goals and objectives. The actual construction of a sequenced program of group activities comprised the third phase of this process.

These three phases of development form the initial steps in the curriculum development process outlined in Figure 1. The remaining two phases consisting of an experimental tryout and evaluation phase and a diffusion and adoption phase will be discusses in subsequent sections of this report.

(1) Conceptual Bases for the College Program

Over the past two decades a significant number of young men and women have been encouraged to adopt more eqalitarian attitudes regarding work and family roles, to broaden their range of work options, and to pursue nontraditional career and family paths. Such efforts have resulted in a substantial liberalization in the attitudes of young people, especially those who are college educated, regarding career and family roles, and a marked increase in the number of such youth selecting a dual career family pattern characterized by both mates engaging in demanding careers as well as a marital and family life.

Such a family pattern stands in marked contrast to the pattern common a generation ago in which the husband alone maintained the commitment to a career--a job sequence that required a high degree of time, energy, and training commitment, was highly salient personally and typically provided substantial ego rewards, and had a continuous developmental quality where advances in responsibility, power, pay and status accrued over time. The significant increase in the participation of women with advanced training and education in the labor force has been a key source of the growth and growing interest in this life style, and decrease in the more traditional form of husband as sole career person.

The stresses and pressures faced by dual career couples attempting to to meet the demands of this new lifestyle are well documented (Skinner, 1980; Rappoport and Rapoport 1978, 1976). What appears limited is literature describing approaches for helping dual career mated function effectively in this lifestyle. In the following sections, critical elements of successful coping, common characteristics of the target group, and objectives and format of the program will be presented.

Important Coping Elements

A variety of different adaptive strategies have been described for coping with the stress of this lifestyle. These behaviors appear to involve a balancing of both person-centered and couple-centered strategies. Person-centered stress -management techniques involve: (1) "stress optimization"(Bebbington,1973) the acknowledging of dual-career stress as inevitable and preferable to the stress of alternative available lifestyles. Poloma in describing the tecniques used by dual career women in her study (1972) desribed women as defining their dual-career patterns as favorable or advantageious to them and to their families when compared to other alternatives. (2) Prioritization among and between roles. The clear identification of a salient role served to minimized feelings of personal conflict among dual careerists. (3) Compartmentalization, the mental focusing on roles at different times so as to increase efficiency and decrease distracting negative feelings and pressures, and (4) Compromising of personal standards.-- Moderating one's standards of performance or success are a common coping strategiy noted in much of the dual-career literaure as a way of reducing stress and making the lifestyle more manageable. Prioritizing and compromixing are coping strategies employed not only to deal with conflicts between roles but also in resolving competing demands withing roles. Domestic o verload. for instance, may be managed by deliberately lowering standards. Finally, research indicates the need to take a more active orientation to the acquisition of personal (5) stress-reduction strategies, such as r or habits, such as meditation, pacing, etc. relaxation techiniques--a taking care of self mentality (Hall and Hall, 1979).

A critical element in the successful management of stress described by many dual careerists was the presence of a "helping component" in the marital relatiohship (Burke and Weir, 1976) characterized by open communication, empathy, emotional reassurance, support, and a sensitivitiy to each other's feelings. Papoport and Rapoport (1971,1976) emphazied the need for a three level approach to stress managment involving (1) an increased awareness of the issues involved in stressor situations so that an individuals are better able to make more adaptive alternative, (2) an enhancment of interpersonal skills between partners so that communication and rapport is sharpened and the decisionmaking process is made more efficient and equitable, and (3) the development of a well functioning external support structure for all family members so that emotional and physical needs can be met outside as well as within the family. Parker, Peltier, and Wolleat (1981) describe the need for the dual career couple to communicate feelings honetsly, and develop a basic sense of trust, respect and esteem. A second critical element characterizing effective couple-based stress reduction strategies is the use of conflict-resolution (Lawe and Lawe, 1980) and problem-solving strategies (Parker, Peltier, and Wolleat,1981; Hall and Hall, 1979). The increased amount of shared turf in which both parnters feel responsible for the execution of certain tasks and functions, increases the need for "joint decisioning" (Scanzoni & Fox 1980).

Characteristics of the Target Population

The decision to focus our program building efforts upon young preprofessional couples was based upon the following assumptions and observations. First, most students enrolled in postbaccalaureate training, certainly most of the women, had made a clear commitment to a career with their investment of time, money,and effort in advanced training. In addition, a significant number of the students were currently involved in marriage relationships or longterm couple relationships. Most of the students had postponed childrearing or had only one child, and had not experienced the full-blown impact of family responsibilities. Thus this group clearly represented a future "dual careerists" group with most of the students expressing genuine commitments both to demanding career paths and a marital and family life. For this group, the decisions and planning as to how to launch and manage these many roles together as a couple was an immediate and significant issue. With the preeminence of graduation, and the ending of the moratorium on testing oneself out in the real world provided by graduate training many students were increasingly preoccupied with finding out how they were actually going to mesh these seemingly competing life commitments.

Their efforts to resolve this issue were characterized by a search for concrete answers and solutions. How do I put my aspirations into effect? What is the best way to start? Where should I /we go? How did you do it? The push for certain solutions to current life choices and plans and the sense of the irrevocableness of such choices undergirded much of the problem solving of this age group. The notion that one might alter, and even wish to alter , these original choices as a compromise to get other life goals met was foreign to this group(Gould,1972)

For most of this group, living in an academic environment which had rewarded them for their individual accomplishments and bright prospects for academic and career success, the notion of compromising their personal career ambitions in any way in order to ride tandem with their mates' career development was a difficult if not impossible idea to entertain. Most believed that they wanted it all, and could get it all, and buoyed by the power of their dreams, support of academic mentors and peers, and conviction of their own power and fortitude, many did not wish to imagine the necessity to compromise their dream or hamper its development for that of their mate. Their was an illusory sense of mutuality, of common goals and sacrifices. Most still operated in terms of independent decisions. Thus, although there was a real enmeshment of the decisions regarding coupling and careers and a concern for somehow orchestrating each set of role demands successfully, the career demands were preeminent(Block & Haan,1971.)

Thus both the selective press of the academic training environment and their own lack of life experiences tended to restrict both their ability to think in terms of alternative lifestyle structures and the relative merits of each, their ability to think objectively and individualistically about their preferences, or to have any sense of the need to cultivate and nurture certain critical relationship skills. Although these were years dominated by many external shoulds regarding personal achievements, the notion of the effort needed to maintain and sustain intimate relationships and a career path was a new one---and while such naivete created the enthusiasm and effort to grind away at career training

it frequently blunted their vision as to the demands of their many dreams and the prices they would be asking themselves and their partner to make in fulfilling those dreams(Jung1971; Levinson,1978; Erickson,1968; Rice,1979).

Given the nature of this group and the necessary skills and attitudes for survival in the dual career relationship mentioned earlier, the nature and content of the program was as follows: (1) that the program be designed for couples versus individual students and a major goal be to underscore the need for collaborative versus independent decision-making(2)That an emphasis be placed upon providing couples with communication and problem solving skills to facilitate the collaborative process. (3) that concurrent with this couple focus, a major thrust be the development of a sense of internal versus external system of priorities and dictates fostered by the emphasis upon personal reevaluation versus reactive strategies for coping with role demands, and (4) that the program though using the medium of current issues and concerns be focused upon teaching skills versus providing solutions. With this in mind the following speicific goals were outlined for an intensive nine hour workshop delivered either in a weekend workshop format or in a series of five two-hour weekly sessions over a five week period.

Goals for the Dual Career Couples Workshop Program

The goals of the dual career couples program were as follows:

(1) To develop a collaborative set between mates whereby couples could experience themselves as working together versus antagonistically in managing the stresses and choices of the dual career lifestyle

(2) To increase individual's awareness of predictable family and career role issues and stresses inherent in the dual career life style

(3) To introduce individuals to the common styles and strategies utilized in coping with dual career pressures

(4) To develop relevant self evaluation skills needed in successfully managing the dual career life style

(5) To encourage the development of couple communication skills necessary to constructively manaing dual career conflicts and stresses

(6) To develop couple joint problem solving skills useful in generating creative and constructive life style solutions

(7) To foster a sense of mutual support and commonality among dual career couples through the sharing of common problems and issues

(2) Description of the Program

The program, entitled COUPLING AND CAREERS, is nine hours in length and can be offered as an intensive weekend workshop or as a weekly series of programs over a five week basis. Students are invited to participate in the pgoram as a couple rather than on an individual basis. Both married and unmarried student couples are encouraged to attend with students learning of the program through flyers, posters, student newspaper articles and radio spots. (A sample flver utilized in the fieldtesting of this program appears in Appendix D). Couples showing an interest in attending the workshop are then screened to determine the appropriateness of the workshop for their needs. Those couples reporting serious marital difficulties or currently being seen in counseling are advised not to participate.

The program is designed as a small group experience and is limited to 16-20 students, 8 to 10 couples, in order that individuals have an opportunity to share experiences with others in the group as well as each other. A structured group process format is utilized in which ideas are presented through experiential activities and modeling, then personalized through group discussion and sharing within the couple dyad. This structured group process format serves as a powerful vehicle for personalizing information, modeling significant interpersonal skills, and builds a supportive environment for self exploration and disclosure. Unlike other structured group programs which emphasize member-to-member dialogue, the focus of this program is on examining and enhancing the couple dyad's communication and interaction.

The program is designed sequentially with activities in later phases of the program building upon ideas and activities experienced earlier. Obviously, both the cumulative nature of the program activities and the demands for group cohesion preclude couples/persons entering and exiting at will.

The program is designed to be conducted by persons skilled in group process, and it is a definite advantage if the leader has also experienced some of the issues facing dual career participants by being a dual career mate themselves. The use of two, opposite sex leaders adds to this process although the program is designed to be implemented by one leader. Students can participate in the program as an offering of a counseling center, a career planning and placement center, or a special graduate or professional school program.

Program/Workshop Overview

The COUPLING AND CAREERS program presented in detail in AppendixB is divided into five distinct phases. In the first phase of the program attention is focused upon examining the demands of the dual career lifestyle in addition to building a supportive group atmosphere and identifying common concerns of participants. The workshop begins with a brief introduction by the leaders of their background and interest in the subject of dual careers followed by a brief get-acquainted exercise in which each participant introduces themselves and describes their current career and family role commitments. Using the exercise of describing one's worst fantasy regarding future dual career lifestyle, participants' expectations about the workshop: (1)

to help participants examine their own decision-making and coping styles and develop personal prioritizing skills, and (2) to help couples enhance their skills in looking together productively as a couple.

The task of mapping a timeline depicting personal expectations and demands across the four life arenas of work, self, marriage and family is then given to participants as a way of helping them surface the multiple personal role expectations most dual careerists have for themselves. Introducing the concept of internal and external demands and standards and peak demand times via the processing of these timelines vividly illustrates the common dilemma of multiple role cycling pressures experienced by most dual careerists, serves as a springboard to talk about other common sources of stress. Experienced dual careerists thus both pinpointing and universalizing current sources of stress; and provides a vehicle by which participants examine their couple style of decision-making and communicating.

By this time, a significant features of the dual career lifestyle typically evident to most participants is that it produces considerable stress and strain thus examining methods of managing or coping with that strain is a logical next step in the workshop. Through examination of their own conflicting wants and priorities by means of a real day/ideal day fantasy inventorying of their characteristic modes of dealing with such conflicts using a coping style inventory, participants examine the common styles and strategies utilized by dual careerists in effectively coping with lifestyle pressures, thus allowing participants to gain a broader perspective of available coping strategies. Three general styles or types of coping strategies are presented: The role reaction type/style in which individuals utilized strategies of more efficiently organizing, scheduling, planning and pushing themselves to get everything done or, at the other extreme, adopt a laissez faire attitude of let things fall where they may for meeting role demands; the role reevaluation style/type strategies in which competing role demands re-examined and prioritized in terms of underlying personal values and strategies of cognitive restructuring(redefining stresses and standards, and compartmentalizing) are utilized; and the role redefinition style/type strategies involving the activity reshaping and renegotiating of the expectations of other role expectations and demands for an individual.

Using the typology of role coping strategies emerging from the second phase of the workshop, activities in the third portion of the workshop emphasize the development of participants' skills in the personal re-evaluation strategies of role prioritization. Through completion of a Life Role Checklist in which they identify significant facets of their life role expectations, the rewards they anticipate from performing those roles and the current investment of time and energy, individuals gain a sense of areas of personal role conflict and their mates role conflict issues. Examination and discussion of the discrepancies between what one wants and the current priorities that appear to be operating serves as the first step toward clarifying, ranking and creating a more preferred set of priorities. In sharing information with each other, mates examine and discuss how well their present lifestyle and role structure reflects their personal wants and preferences. Examining the fit between personal wants and current role structures clearly pinpoints current sources of frustration and conflict. The next step involves deciding how both mates would and could restructure their current role and deal with the implications of what would have to be changed both personally and maritally.

This section of the workshop is an extremely important one as it forms a necessary counterbalance to the common assumption that a dual careerist's issues would be solved merely by changing external issues, demands, pressures such as those of one's mate. As many reports on dual careerists indicate it is easy for a spouse to blame each other for the pressure and stress for their current experiences. Thus theirs is a real need to realistically highlight the personal demands to which the individual is responding as well as the interpersonal ones.

The next two portions of the workshop focus on looking at each couple's style of making decisions and resolving differences and serves as an introduction to teaching relevant communication and joint problem solving techniques. Four decision making techniques are presented: "The sales job" in which one partner attempts to successfully sell his/her preference to the other; the "pushover" in which one person decides and the other permits the decision for both; the "quid pro quo" technique in which persons exchange costs and rewards for a solution; and the "joint problem solving" technique which involves three steps: (1) exploration of values, feelings and preferences of both partners prior to (2) generating and brainstorming solutions, and (3) constructing and trying out and evaluating possible solutions. Demonstration and discussion of the "sales job" and joint problem solving technique provide participants with an opportunity to share their reactions to each technique and speculate as to how each might influence the future relationship of the couple.

The concept of exploring the issue as perceived by each person and reaching a shared meaning regarding those perceptions through the use of "I" messages, feedback and validation is presented and demonstrated as a necessary first step to using the joint problem solving model effectively. Couples are then directed to pair off and try out the task of sharing self and checking out information in a series of structured steps.

In the final phase of the workshop, individuals examine those special dynamics in intimate relationships which serve to impede the communication and joint problem solving process. Through an activity in which they "swap mates" discussing an issue with another participant other than their spouse or mate, participants examine their expectations and perceptions regarding their mate's performance and intents in the context of the common communication relationship, beliefs and behaviors of : Mindreading, mixing channels, fuzzy signaling, keeping score and jumping to solutions. Rehearsal of checking out and validating skills is presented and individuals then move to the final two steps of the problem solving process: Brainstorming solutions and constructing and testing solutions. Leaders roleplay these last two steps using issues presented by couples in the group.

The program ends with each couple identifying a relevant next step for themselves in implementing the problem solving process with the issue they have begun to discuss during the workshop, the sharing of a bibliography on selected references on values clarification, stress management, dual career marriage and couple communication and followed by a brief evaluation of the workshop.

SESSION I

Examining the Dual Career Lifestyle:
Potential Issues and Stresses

Session Goals:

1. To present a rationale for the program and clarify program goals and procedures
2. To develop group cohesion and identify common concerns
3. To initiate participants' exploration of personal role expectations.
4. To increase participants' critical awareness of the benefits and costs of the dual career lifestyle.

Session Outline:

I. Introduction
   - A. Program Introduction
   - B. People Introduction
   - C. Identify Common Concerns
   - D. Processing

II. Exploration of Personal Expectations
   - A. Introduction to Timeline (activity)
   - B. Processing

III. Common Dual Career Dilemmas
   - A. Presentation of Dilemmas
   - B. Group Discussion

I. INTRODUCTION

A. Program Introduction

Welcome to our workshop for actual or potential dual career couples. I assume that all of you fit that category. I certainly do. I am _____ (introduce self and give some of family and work background). The activities and experiences which you will be going through in this workshop are designed to (1) help you increase your awareness of the issues you can expect to face in a dual career lifestyle and (2) introduce you to some of the skills needed to deal effectively with this lifestyle. The primary focus of this workshop will be on how you as an individual and you as a part of a dual career couple can more effectively manage this lifestyle.

Tonight we will spend some time making more explicit some of the issues, stresses and conflicts you may confront as a member of a dual career couple. Tomorrow, in the next sessions, we will be introducing you to some of the skills dual career couples utilize to cope with this lifestyle. You will note throughout this workshop, that we emphasize providing you with skills for dealing with situations rather than ready-made solutions. We do this because we strongly believe that if you know the skills and methods you can create your own solutions.

Your attendance at this workshop indicates that you already have an important element needed in successfully managing this lifestyle and that is commitment to helping yourselves maximize this lifestyle.

B. People Introductions

(Hand out nametags). Let's find out right now who everyone is and why you are here. Starting on my right, would you please introduce yourself including what you are doing now, what your career goals are, your family commitments, etc...(solicit responses from each participant. Take mental note as to whether they speak just for themselves or for their mate as well).

C. Identifying Common Concerns

Each of you seems to have a definite commitment to a career and to a relationship. What do each of you now experience as the most difficult thing about trying to combine two such definite commitments in one relationship? What do you anticipate might be a difficulty in the future? What is the worst thing that could happen for you? For example, do you worry you will be frustrated because you limited your career or regret that you chose not to have children? Maybe you are concerned that you may grow apart as mates due to devoting so much attention to your careers. You may be concerned that you will be hampered by family responsibilities when you want to be working full steam ahead in your career. What are your worst fears? I'd like each of you to think about your answer to this question for a moment and then we'll go around and hear from each of you regarding your answer. Speak just for yourself not for your partner. Let's go around the circle (solicit brief response from each member).

D. Processing

(As they respond, leader reflects and clarifies answers in terms of the feelings and effects for that person. After all have responded, draw the following conclusions about common issues and decisions.

1. Career Decisions: It sounds like many of you are wondering if both of you can have what you want in terms of demanding and exciting careers and, if that is not possible, how will decisions about individual career progress be made.

2. Decision regarding children: A second major concern revolves around decision to have children and more specifically the commitment to childrearing. Who will do what? How will the responsibilities be handled in a way that seems equitable for both.

3. Decision regarding the allocation of household responsibilities

4. Issues regarding the maintenance of the relationship: How much time and importance will be given to the relationship? How will it be maintained? Who will be responsible for maintaining it?

Two steps which undergird the effective solution to each of these issues/decisions are (1) determining what is each person willing to settle for happily and (2) utilizing a method of decision-making which allows each person to feel the decision has been arrived at jointly.

Let's talk about these two steps for a moment. Most couples who feel they are dealing effectively in resolving decisions like the ones we've just mentioned talk about the need for each person to have (1) a realistic, yet flexible, sense of their own priorities and (2) a productive system for reaching solutions as a couple.

Since these two steps are considered so important, we have chosen to focus in this workshop on introducing you to two sets of skills - personal prioritizing and joint problem solving - which undergird each of these two steps. Let's examine what we mean by personal prioritizing. Before you can make decisions as a couple each individual needs to have as clear a picture of what they want and what it will cost them. Let's begin by examining the first step in personal prioritizing: what each of you want in this lifestyle.

II. EXPLORATION OF PERSONAL EXPECTATIONS - TIME LINE ACTIVITY

A. Introduction

Each of you probably operates in terms of a personal timetable of events which you may envision yourself accomplishing; marriage, earning an advanced degree, having children, moving up in your career field. Although each of us may have personal goals and a timetable for the performance of these goals, we frequently never look at all we plan to do simultaneously. Picturing some of these expectations will be the first step in ascertaining just what you expect of yourself.

The worksheet we are distributing to each of you depicts a series of four different arenas - four places where people frequently have distinc-

tive goals for themselves. These arenas are those of Work, Marriage or an Important Intimate Relationship, Family and Self. Each of these describe an area of activity that you may choose to have over your whole lifetime. (For example, the Self arena includes such goals as individual leisure and creative pursuits, running in the Boston Marathon)

At different times in your life you will be putting more or less time and energy into each of these areas. For example, the time and energy you put into work may have started out low (illustrate by drawing line on chalkboard) while you were in high school or in undergraduate school and may now be building up until it reaches a peak at 40 or 50 and then gradually become lower as you reach retirement.

In each activity area there is room for you to draw a line depicting how you imagine your time and energy commitment will flow from age 20 to 70. Fold your paper on the first dotted line so you can only see the first part, Work. Try to imaging what the demands on your time and energy will be and draw your own "commitment line". Remember although you hopefully will feel commited to your job, spouse, family and your own personal interest throughout your life, your time and energy commitment may vary. Draw your time and energy line for Work, then fold your paper so only Part 2 shows and draw another line for Marriage. Then draw lines for Parts 3 and 4. Do not look back at your other ones to try and make them match up. Do each one separately. Does anyone have any questions? (Allow 3 to 5 minutes).

B. Processing Questions

1. Self: Look at each of your four lines. In each line where are your highs and lows? What were some of the things you considered in drawing your lines? What will be some of the high demand times for you in each area? What are some of the things you have planned for yourself?

2. Self Overlaid: Now look at all four lines together. Do you have several humps at the same time? What will that mean in terms of demands or stress? What are some possible things you could do about it? Do you want to make any changes on your lines? What would it take to decide to make those changes? Do you wish that the lines could be different?

3. Overlaid with Partner: Now look at your lines together. Do they fit well? Do they conflict? Are there lots of humps together? How will you make adjustments? Do you wish your partner would adjust theirs? Are you afraid they wish you would adjust yours? Talk to each other as a couple for a few minutes about that.

Implications

What stresses do you see for yourselves either as individuals or as a couple when you look at your lines together? What issues are you seeing emerge for yourselves, if any? What things in your total life planning do you anticipate being stressful or needing to be worked out? (solicit from group)

The many expectations and demands we have for ourselves can look overwhelming especially when we put them together. Putting together different

or multiple roles is hard enough if it stayed the same. But all these roles have a way of changing over time and two people may be at different "humps" in their lives. We call this the dilemma of multiple role cycling. And it is one of the five common sources of stress that dual career couples report experiencing.

Let's look at each of these stress areas to gain a clearer picture of some of the demands and prices of this lifestyle which you will need to counteract and plan for.

III. COMMON DUAL CAREER DILLEMAS

A. Presenting of Dilemmas

In looking at your lists it's obvious that individually and as couples you have your own unique specifics to deal with. But there are some definite common threads running through your concerns like (use examples from group) which parallel those many dual career couples experience. Let's look at them prior to looking at ways to cope with them. Some of the first major studies of dual career couples were done by Robert and Rhona Rapoport who have written several books which we will refer you to later. They outline five major areas or dilemmas that can produce stress for dual career couples. You may recognize some of these as some with which you are now dealing. (Put up transparency)

1. The first is the dilemma of role overload. Role overload tends to arise when people have too many demands and commitments to areas/activities which are all personally meaningful to them. Persons who are "overloaded" feel in a race with time to get all their work done. They rarely have time for relaxation and self renewal. The wife who is working outside the home and also continues her full commitment to "home" work, which is frequently "after hours", is a prime candidate for role overload.

A critical factor affecting the degree of overload felt is not just what one wants to do but how well one feels they have to do it - what standards or expectations they have set for themselves. Four conditions appear to affect the degree of role overload:

a. The degree to which having children and a family life is salient. There is a limitation to the degree to which couples are willing to delegate childcare.

b. The degree to which couples aspire to a high standard of domestic living. Dual career spouses are high achievers and frequently aspire not only to having successful careers but also high quality meals, entertainment, holidays and home decor.

c. The degree to which the couple is willing to redesign household chores and use "helpers".

d. The degree of physical overload/strain felt: Tension often builds up when tasks are not done. Leisure time is frequently neglected and therefore safety valves for discharging these feelings are blocked. Also there seems to be less leisure time available for dual career couples due to their heavy investment in both familial and professions spheres.

2. A second source of stress for many individuals are concerns regarding sex-role definitions. Many stresses can result from the internal conflict between individual experience, early gender role training and current wishes and practices. The essence of masculinity in our culture is still centered on successful experiences in the work role and femininity is still centered on the domestic scene and successful execution of the parenting and domestic roles. Internalized "shoulds" regarding male and female role expectations and current demands of the more modern role structures attempted by many dual career couples may result in internal conflict, tension and strain.

Although many women welcome their husbands' equal participation in childrearing or home management, many report feeling some competitiveness if he is more successful or competent than they at such tasks. Likewise, many men encourage and admire their wives' occupational success yet report feeling discomfort if she is significantly more successful than they in this realm. Such tension lines graphically illustrate the conflict of the old and new redefinement of self and sexual identity.

3. A third source of stress or pressure are the normative dilemmas experienced by many dual careerists. Our expectations for how we should perform a role are typically shaped by a specific reference group. Yet such a reference group typically focuses their energies on only one domain. Individuals with multiple role demands and standards for achievement must somehow resolve the dilemma and the competing expectations of different reference groups. For example, does a woman follow the norms/standards for success of the "mother peer group" or of her "work peer group"? Such standards are often competing, mutually exclusive. In their report on role strain for dual career women, Johnson and Johnson report that women state that the greatest strain is in the maternal role. The frequently asked question is: "How much is enough?" If a woman works because the family needs the money, she can feel less guilty than if she works because she enjoys it. The inflexibility of many jobs and professions in terms of the pressures for geographic mobility, the status inconsistencies and the pressure for fulltime and continuous careers are all sources of strain for dual career couples. Demands of certain jobs and professions for single-minded continuous commitments, for other family members needs to be subordinated to the job, and for a "support person" (typically a "wife" to be available for entertaining) can create a great deal of confusion and stress.

4. Social network dilemmas. Because of their dual commitment to careers and a family life, dual career couples frequently have little time for sociability with friends and extended family. Pressures and stresses can result from the conflict between the desire to maintain outside relationships concurrent with little free time to devote to them. In addition, dual careerists may isolate themselves because of a fear of criticism from others concerning their deviance from expected norms. Men especially lack the social support systems needed to meet more equal demands for involvement in family life. Not only do male peer groups often ridicule or ostracize their members for involvement in traditonally women's responsibilities, but men know fewer people as close friends whom they feel free to draw upon in social networks to help with child care and housework.

5. The demands for multiple cycling of roles make up the fifth stress source. As illustrated in your time lines, each of you as individuals have several roles you have selected for yourselves each with its own time cycle of demands. For example, development and progress in a career has a unique and evolving range of demands. Childrearing does also as does the marital relationship. Orchestrating these different time lines so as to keep such demands in balance takes considerable energy and planning.

B. Group Discussion

Do any of you see these as stresses either for you or for your relationship? Are you now experiencing them? For the future? How have you coped with this or anticipate coping with these in the future? (Solicit from group). We will be looking next at your style of coping as an individual and as a couple with these stresses.

TIME LINE

Part 1 WORK

High Energy Time

_____

_____

_____

Low Energy Time

Age: 20 30 40 50 60 70

Part 2 MARRIAGE or PARTNER

High Energy Time

_____

_____

_____

Low Energy Time

Age: 20 30 40 50 60 70

Part 3 SELF

High Energy Time

_____

_____

_____

Low Energy Time

Age: 20 30 40 50 60 70

Part 4 FAMILY or CHILDREN

High Energy Time

_____

_____

_____

Low Energy Time

Age: 20 30 40 50 60 70

TIME LINE

Part 1 WORK

High Energy Time

_____

_____

_____

Low Energy Time

Age: 20 30 40 50 60 70

Part 2 MARRIAGE or PARTNER

High Energy Time

_____

_____

_____

Low Energy Time

Age: 20 30 40 50 60 70

Part 3 SELF

High Energy Time

_____

_____

_____

Low Energy Time

Age: 20 30 40 50 60 70

Part 4 FAMILY or CHILDREN

High Energy Time

_____

_____

_____

Low Energy Time

Age: 20 30 40 50 60 70

DUAL CAREER DILEMMAS CONTTRIBUTING TO STRAIN

1. OVERLOAD DILEMMAS
2. DILEMMAS OF ENVRIONMENTAL SANCTION
3. DILEMMAS OF PERSONAL IDENTY AND SELF-ESTEEM
4. SOCIAL NETWORK DILEMMAS
5. MUTLIPLE ROLE-CYCLING DILEMMAS

FROM: RAPOPORT & RAPOPORT, HUMAN RELATIO
24, 1971.

SESSION II

Session Goals:

1. To increase participants' awareness of the array of the coping strategies available for dealing with the stresses and choices of the dual career lifestyle.

2. To increase participants' awareness of their personal style of coping with role conflict and overload.

3. To further clarify participants' expectations regarding their own and their mate's role performance.

Session Outline:

I. Overview

II. Putting Self Into a Future Reality (Future Friday Activity)

   A. Setting the Scene

   B. Planning Your Day

   C. Planning Together

   D. Processing

   E. Reality Factors

   F. Discussion

III. Surfacing Role Conflict

   A. Real Day Fantasy

   B. Ideal Day Fantasy

   C. Examining Real/Ideal Day Discrepancies

IV. Assessing Your Coping Style

   A. Inventorying Current Coping Practices

   B. Interpreting Coping Style

I. OVERVIEW

Today we are going to spend some time making more explicit the issues and conflicts with which you deal as a dual career mate and the strategies available to you for coping with these conflicts and pressures. (Leader: At this point you may now select from two different activities: (1) "Future Friday", a simulation activity for young couples who have yet to experience the full array of life roles they may be anticipating in the future, and (2) the "Ideal/ Real Day", an activity which should be used with couples who are already involved in a full assemblage of life roles).

II. PUTTING SELF INTO A FUTURE REALITY

Future Friday Activity: Now some of you have been married for a while and some not. So it may be hard to picture just what kinds of little niggly issues you may have to deal with. Let's get specific right now and see if we can't surface some of those kinds of things; the things that happen day to day that people don't write about in the "professional literature". In addition to surfacing some of these specific issues, we will be concerned with examining the strategies you utilize, both together, personally and in coping with them.

Let's start by trying to have you imagine yourselves actually in this lifestyle we keep talking about (Distribute worksheets).

A. Setting the Scene

To set the scene, pair up with your partner and take about three minutes to decide with them what kinds of work and family commitments you are involved in and what each of you are doing job-wise, how many children you have, etc. If you are not sure of these, try on the job/family commitments you are considering as a way to further explore them.

B. Planning Your Day

Now assume it is Friday. Separately, describe on this worksheet what you do during the day from getting up to going to bed. Don't include every detail - brushing your teeth or shaving can just go under the heading of "getting ready". Do not confer with each other while you are imagining the day. Take about ten minutes to do this.

C. Planning Together

Is everyone through? Now take about five minutes to compare your day with that of your partner's. How did you days fit together? Here is a list of factors you should check your days for (Show transparency entitled "Daily Living Factors"). Did someone cook? (Read each item aloud asking if anyone took care of this, when and how). Go over your days carefully together to see what adjustments you need to make (Allow four or five minutes for this step).

D. Processing Questions

1. How difficult was it trying to plan a real day? What made it so difficult?

2. What was it like trying to plan a real day during a high demand time?

3. Women, how was your day different from your man's? Why?

4. Men, how was your day different from your woman's? Why?

5. What differences did you see when you put your days together?

6. How did you decide who would do what? What method did you use?

7. What differences did children make? If no kids, why did you decide not to have any?

Process points to end with regarding the specifics of these roles (cover responsibilities and demands) and orchestrating roles. Leader elicits or may acknowledge male-female differences in terms of both the content of the day or the style of decision-making. Acknowledge overwhelming feeling of details and stresses and/or acknowledge unreality of such planning for them presently.

E. Reality Factors

Now let's spice it up a little. I am going to give you some new factors to put into your day. Think about them and decide together what adjustments, if any, you will make. (For each new factor allow two minutes adjustment time and then discuss the following).

Factor 1: The wife has to work late and has a headache when she finally gets home.

Factor 2: One of the kids has a sore throat and fever when you get up in the morning. If no kids, one spouse is sick.

Factor 3: The dishwasher breaks at breakfast and water is flooding the floor.

F. Discussion

How do you see you as a couple dealing with these pressures and stresses? Who was active? Passive? Gave in? Took over? How do you see yourself as an individual coping with these many demands? Do you find yourself thinking you should be better organized or perhaps resenting that your spouse doesn't do more or wonder if you're tackling the impossible? What coping strategies do you now use? What new strategies might it be helpful to try?

(Leader: If you use this activity, now move to Part IV).

III. IDEAL VERSUS REAL DAY ACTIVITY

A. Real Day Fantasy

On this worksheet (Distribute "Real Day" Worksheet) describe a typical workday as it is for you right now (Allow five to ten minutes for this step).

B. Ideal Day Fantasy

Now, let's have you spend some time dreaming. I would like you to dream about a day in the future, that although a work day, is your ideal day. That is, a day that incorporates the many elements that you would like to ideally be doing. Plan this day for yourself - what you would like to be doing and with whom (Distribute "Ideal Day" worksheet). Using this worksheet, be as specific as possible about your day. Don't confer with your partner as you do this.

C. Examining Real and Ideal Discrepancies

Now let's have you compare your ideal day with your real one. (Distribute "Gap Analysis" worksheet). Here's a worksheet on which you can organize your ideas to the following questions:

1. What differences do you see in your days?

2. How do you feel about this? Discouraged? Resentful?

3. How would you change your real day so to incorporate more of these ideal elements in it.

4. In the past, how have you tried to make your ideal day elements happen? What has or has not worked? Why has it fallen apart?

IV. ASSESSING YOUR COPING STYLE

A. Inventorying Current Coping Practices

Using this worksheet (Distribute "Role Coping Strategies Inventory") I would like you to quickly inventory the ways in which you dealt with the demands of your roles and the discrepancies between what you wanted to do and what you are actually doing or feel you have to do.

B. Interpreting Role Coping Strategies Inventory

Now let's look at what your inventory says about the coping styles you now use. One way to understand your coping process and thus get a handle on how to cope more effectively, is to first understand how our role behavior is shaped. In other words, why do you and I behave as we do, giving too much attention to some demands, not enough to other, or exhausting ourselves trying to be everything to everybody.

A role consists of three parts: the demands, expectations, responsibilities and pressures we put on ourselves becuase of our own image or perceptions of how we think we ought to perform that role; the demands expectations and pressures that other people impose on us in any given role; and our behavior - how we act, consciously and unconsciously. This latter category is really shaped by the first two. We respond to two different sets of expectations our own and those of others.

Coping with role conflict involves managing these two different sets of expectations (our own and others) as well as our actual behavior. Thus there are three different ways to cope with role pressures and conflicts. One way involves changing our own attitudes or expectations about what we ought to be doing (we call this re-evaluating our roles); A second involves changing the expectations other people hold for us regarding our roles (we call this reshaping their expectations); A third way involves accepting the various demands placed on us by both ourselves and others, trying to tailor or design our behavior to meet them (we call this a role reaction strategy).

How do you cope? Are there additional strategies you could utilize to help you cope more effectively? Let's examine your responses to our inventory of role coping styles to find the answer to this.

Scoring

Add up your responses to items 1 through 6. This is your role reaction score. Add up your responses to items 7 through 12. This is your personal role re-evaluation score. Add up your responses to items 13 through 18. This is your reshaping score.

These three scores give you some idea of the extent to which you use each of these three coping styles. The scores can range from a high of six to a low of one. A high score indicates a frequent use of the style. A low score indicates infrequent use of this style. If your role reaction score is high, this means you try to take on every role that happens your way. You cope with conflicts by working harder and longer. Your style of coping includes: Planning, scheduling and organizing better. Working harder to meet all role demands, using no conscious strategy. Not surprisingly, people who use this style report very low levels of satisfaction and high levels of stress. In this style your roles manage you rather than you managing them. In order for you to feel more in control and satisfied with your life, you need to utilize a significant number of the role re-evaluative and role reshaping strategies - that is to evaluate your own role perceptions and then take as a first step toward reshaping others' expectations of what you must do.

If your role re-evaluation score is low, your problem is that you have a hard time distinguishing between the roles assigned to you and lack a clear picture of what roles are important to you. You need to re-evaluate

your own attitudes about your roles and learn to take on the ones at the top of your list. Learning this role evaluation strategies will be a major focus of our next session.

INVENTORY OF ROLE COPING STYLES

Think for a moment about the conflicts, pressure and/or discrepancies you experienced in your (future day) or (ideal/real day). How do you see yourself dealing with these conflicts or issues? (Check off which of the following you find yourself utilizing indicating how frequently you do so: Rarely, sometimes or almost always.

1. Did you work harder to meet all the demands of your roles, devoting more time and energy so you can do everything that is expected of you?

2. Did you let things take care of themselves and not worry about the conflicts and demands of roles?

3. Did you work hard to finish what's expected of you in one role and then turn your attention to another role, shifting attention from one then to the other?

4. Did you decide to just take time for yourself and your own interests?

5. Did you find yourself feeling overburdened and resentful and thinking that your partner should take over and help you out?

6. Did you decide to plan and organize your time even more carefully in order to get everything done?

7. Did you think about the priorities you have set among your different roles so you could be sure you were getting the activities most important to you done?

8. Did you partition and separate your roles so you could devote your full attention to each role rather than worrying about the others?

9. Did you find yourself relaxing certain standards for how you would do certain activities to decrease the pressure (i.e., let less important things slide longer)?

10. Did you find yourself changing your attitudes toward certain roles or activities (i.e., deciding that you would have to change your ideas about how you would do something you want so you'll have time for other things)?

11. Did you find yourself dropping certain tasks or roles you felt were less important to you?

12. Did you combine tasks and so meet some role demands jointly (i.e., having kids help on a work task with you)?

13. Did you find yourself deciding to hire outside help to get things done?

14. Did you ask for help from your mate or, if a work task, from someone at work?

15. Did you solicit moral support about the pressure you were feeling from your mate?

16. Did you solicit moral support from someone at work regarding pressures?

17. Did you jointly problem solve and plan with your spouse so that their expectations of what you would do are more in line with what you want to do?

18. Did you jointly problem solve and negotiate and plan at work so their expectations are more in line with what you feel you want and need to do?

FUTURE FRIDAY

Early Morning	Wake Up Time
Late Morning	
Noon	
Early Afternoon	
Late Afternoon	
Evening	Go To Sleep Time

IDEAL DAY

Early Morning	Wake Up Time
Late Morning	
Noon	
Early Afternoon	
Late Afternoon	
Evening	Go To Sleep Time

REAL DAY

Early Morning	Wake Up Time
Late Morning	
Noon	
Early Afternoon	
Late Afternoon	
Evening	Go To Sleep Time

GAPS ANALYSIS

	Gap	Why	PV	M/O	JPS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

DAILY LIVING FACTORS

- Groceries
- Meals Prepared
- Money in Pocket
- Transportation (how many cars, who took what)
- Child Supervision
- Child Care
- Laundry
- Social Plans
- Communicate with Each Other? (who made plans, when?)
- Babysitters
- Any Time for Self
- Time Alone with Each Other
- Time with Children

SESSION III

CLARIFYING AND PRIORITIZING SELF EXPECTATIONS

Session Goals:

1) To identify common role reevaluation strategies

2) To explore participants' personal role expectations and the values ascribed to each.

3) To develop skills in prioritizing competing life role expectations and commitments.

Session Outline:

I. Session Overview

II. Prioritizing: A Personal Re-evaluation Strategy

A. Assumptions

B. Clarifying values and priorities (Inventory of Life Roles activity)

C. Creating a set of personal priorities

D. Examining Couple Priorities

I. OVERVIEW

In this part of the workshop we will be looking at some of the various role re-evaluation strategies you can utilize to help you re-evaluate your attitudes about certain roles and to decrease the pressure and increase the personal satisfaction you can derive from your many roles (Show transparency entitled "Personal Re-evaluation Strategies"). Five different tactics which dual careerists report using to help achieve this are:

1. Establishing priorities: Developing a clear picture of which roles are more important at a particular time and why they are to be given primacy.

2. Dividing and Separating Roles: Devoting full attention to a given role when in it and not thinking about other roles. Many term this compartmentalizing roles.

3. Modifying one's standards and ignoring and/or overlooking less important role expectations.

4. Taking Care of Self: Self fulfillment and relaxation are a valid source of role demands. Learning that you can't beat a dead horse and learning to pace yourself are highly important.

Since personal prioritizing, the first of the strategies we've listed is a necessary step for comfortable utilization of the other tactics, we would like to devote a significant amount of time to acquainting you with a method you can use to evaluate and re-evaluate what you want for yourself and thus set priorities in terms of your own values.

II. PRIORITIZING: A PERSONAL RE-EVALUATION STRATEGY

Too often specific strategies such as altering time frames, utilizing more resources at home, purchasing resources, or learning to negotiate effectively with one's boss or mate are made and applied prematurely, based on the assumption that an individual's role strain only results from social or situational demands. What seems needed prior to utilizing these strategies is a more fundamental, individualized process of self examination. This process, if it is to produce a sense of commitment and comfort, requires that a person fully examine their own overtand covert priority system in order to build a personal frame of reference for selecting and using a variety of other coping strategies.

A. Our Assumptions About the Role Prioritizing Process

1. If you are going to make effective plans for a dual career life style, you have to think in specific terms of what you want, why you want it, (its payoffs, values to you) and what you are willing to pay personally to get it. People's concern about how they can manage competing commitments with another person frequently obscures their thinking in terms of what they want and viewing the implications or

source of their wants.

2. It is important to evaluate both what you are buying and what it will cost you. Every role has both a payoff and a price. It is important to consider what you are asking yourself to pay when you choose a certain role.

3. Role commitments are not black/white, all or nothing - One can vary their commitments and subsequently the price of any role although that also means varying (perhaps reducing) the payoffs.

4. People always (that seems a strong word but it is true) have more dreams of what they want than time and energy available to fill them especially highly motivated people like yourselves with a track record of achievements and a feel for competence. Thus you always have to choose which of an array of possibilities you can do.

5. Life is not static, neither are you - Your priorities will change as you change, thus there will be a constant for you to re-evaluate and reprioritize.

6. Not only is this going on in you, it is going on in the person you share a life with. These constant changing preferences will create common issues and decisions which will affect both what you and they do in your life together.

B. Clarifying Personal Values and Priorities (Life Role Inventory)

One of the things that I have heard from your talking about as we have been meeting is that you have certain expectations for yourself; roles which you expect and/or want to play in your chosen lifestyle which seem to pull you in different directions simultaneously. One way to begin to sort out which you will do and how you will manage all these expectations is to develop a clear priority of roles. To prioritize roles you first need to look specifically at the quantity and quality of what you expect of yourself.

1. Identifying role expectations: Life Role Inventory

a. (Distribute Life Roles Checklist) Here is another worksheet divided into four life arenas: Career, Marriage, Family and Personal. Under each, try to think of the different dimensions of this role you expect to play and your standard for how you play it. For example, under Work , for me my roles are stimulating teacher, skilled therapist, professional contributor (writing, being active in organizations, presenting). Under Marriage, I might include being supportive companion, listener, lover, main-organizer, exciting doer, adventurer, co-adventurer. Under Family, I might include creative teaching parent, maintenance parent, sensitive, available parent, home manager, clothes buyer. Notice that I am trying to be specific both about the role in terms of thinking of the various aspects of being a parent, wife or faculty member and that I have put one or more descriptive words with each role, i.e., "stimulating teacher". Each of you list under each category the roles that you expect or would like to play. Ignore the other columns for now.

2. Identifying Payoffs: Now think of the kinds of payoffs each role dimension has for you and jot down these ideas in the column headed payoffs. One way to think of what the payoffs might be is to think of why you are doing it or want to do it or what happens when you do it or don't do it. (Leader: list possible payoffs on the blackboard. These might include recognition from others, sense of personal power or control of life, other's appreciation of love, lack of guilt, etc. Then choose someone as an example to identify possible rewards). Now what are some of the rewards of these roles for you. Let's use one of you as an example.

3. Role Importance and Time/Energy Investment: Now look at the column beside your list of roles. In this column rate each of your dimensions from 1 to 10 according to how important it is to you. Use examples from the group. Now in the Column C, rate each role dimension from 1 to 10 according to how much time and energy you now devote or expect to devote to it. Now compare your ratings of how important it is to you with how much time you spend at it. Are there any discrepancies? A negative score may indicate that you are not expecting to devote the necessary time and energy to something that is very important to you. A positive score may indicate that you will be putting more time and energy into something than it is worth for you.

C. Creating a Set of Personal Priorities

Although it may seem somewhat overwhelming to look at all you are asking of yourselves, the purpose of this personal inventory is to help you understand your life roles and the value or importance you attribute to them.

1. Examine your role inventory with these questions in mind:

   - Which roles appear most important to you?
   - Are you devoting sufficient time and attention to these?
   - What roles would you like to devote more time and attention to?
   - What roles would you like to devote less time and attention to?

2. Rank the dimensions of each role from most to least important on your worksheet.

D. Examining Couple Priorities

Now spend a few minutes sharing your list with your partner. What does your inventory and your partner's inventory tell you about your own role preferences and the fit between those preferences and your actual lifestyle? How do these fit together?

1. What roles are important to each of you?

2. Where are your lists different? Where are they the same?

3. Are there any roles you can envision that will need doing that no one included?

4. What did you find out in comparing your lists? Any gaps?

5. How does your present life style and role structure fit with what is really important to each of you?

6. Is there another lifestyle which would be a better fit for both of you?

Examining the fit between what you want and what you are doing can be a first step in pinpointing the sources of frustration and conflict in your life. It is the first step toward developing a personal set of role priorities. The second step is deciding how you will rank the importance of certain roles thus allowing yourself to focus on the more important ones and eliminate, restructure, or minimize the demands that are of lesser importance to you. You may have found as you compared lists that you: Did you expect some roles out of your partner that they don't want? How did you or will you deal with these differences? What style do you utilize for resolving differences? Do you stop and think for a minute how you listened? Do you argue, laugh, edit your thinking or talking, call a stalemate, avoid, worry, and voice it or not voice it?

In the next session of the workshop we will be looking at your style as a couple in making decisions and resolving differences between your lifestyle expectations.

LIFE ROLES CHECKLIST

I. LIFE ROLES	A. II. PAYOFF	B. DEGREE OF IMPORTANCE	C. AMOUNT OF TIME AND EFFORT DEVOTED TO
Career			
Marriage			
Family			
Personal			

PERSONAL RE-EVALUATION STRATEGIES

- Establishing Priorities
- Compartmentalizing Roles
- Modifying One's Standards
- Taking Care of Self

SESSION IV

JOINT DECISION MAKING AS A
DUAL CAREER COUPLE

Session Goals:

1. To acquaint participants with different styles of joint decision making.

2. To introduce participants to the joint problem solving process.

3. To assist participants in developing basic communication skills in sharing self.

Session Outline:

I. Overview

II. Common Decision Making Styles

III. The Joint Problem Solving Process

IV. Sharing Self

I. OVERVIEW

Up until now we have focused on exploring and fleshing out some of the specific choices and issues you face as an individual and as a member of a couple. Now, we're going to shift to looking at how you deal with these issues as a couple - how you TALK about them and how you RESOLVE them.

As couples, whether you are married or not, most of you are involved with each other in a long term collaborative relationship. In such a relationship there are an incredible array of things on which you must collaborate, that is, work out a joint method of expected functioning. Issues such as who sleeps on which side of the bed, who shuts off the alarm clock, how each lets the other know they are upset, where each person puts their toothbrush, even how each person "treats" the toothpaste tube. All are patterns you work out together although some of these issues may be dealt with in an unconscious way, based more on habit than on thought, where you may feel there is almost an unconscious synchrony of styles and tastes that makes such decisions appear not to be decisions at all. If you look closer, you will discover that every act and detail of your shared life requires some mutual communication and decision making.

As dual career couples many of the larger issues of living together such as breadwinning, childcare or home maintenance, warrant a significant amount of thought, planning and communication. Such issues may demand more from you as a couple because you have so much more shared turf than more traditional marriages. (The more traditional patterns, perhaps things you saw your parents doing, was based upon separate turfs and territories. What you may be striving for creates more shared turf. Such sharing of turf requires more conscious decision making and communicating). Your life style choices and possibilities need to be dealt with and decided joint by both of you rather than by each of you independently. For many people this process of joint decision making can seem painful, burdensome or just plain ineffectual. Two reasons this can occur are first that in an intimate relationship the process of joint problem solving is complicated by a special set of attitudes and dynamics and, secondly, that, although joint decision making is common to many life activities, to be done effectively it quires a unique set of skills. Let's examine the skills needed to function effectively in joint decision making situations. We'll be doing this by first, looking at some of the common styles utilized by couples which don't result in effective decision making.

II. DEMONSTRATION OF COMMON DECISION MAKING STYLES

A. Let me introduce you to a couple who are dealing with an issue that may be close to many of your hearts; that of deciding how both mates will launch their careers. I would like you to pay attention not to what they decide but to how they reach their decision. Here's the scenario:

Susan and Dave have been married three years. They met and married while both were in graduate school. Susan completed her doctorate in psychology two years ago and has been working on short term grants. Dave recently graduated with a degree in dentistry and has spent the past two years establishing a dental practice in the town in which they live. Susan has hoped to get a job as a college professor and has recently acknowledged the fact that she cannot be hired by the university

at which she trained. In a previous discussion, Dave had suggested she find out where there might be other university jobs and indicated an openess to moving. Dave knows that if they move he will not only have to look for a job, but take additional state board exams in order to practice. Let's listen to one of their discussions about this. (Leader: Roleplay the following scenario utilizing a group member to play the opposite sex).

Sue: We need to talk and make a decision about jobs. I need to know what I can plan for and give the university some notice.

Dave: You know I'm commited to your getting a job where you think you can get the best start, but I just can't see any possibility of getting a job in Hunstville. There's nothing there but the University.

Sue: But you don't understand. This is a really good position. You know how few and far between academic positions are. There's virtually nothing to pick from.

Dave: But I thought when you said you were going to look you meant to a big enough town.

Sue: I just don't think you really want to move - you don't want to leave your job here - this is really what you want...to stay here.

Dave: Now wait a minute, I'd move if I could but there isn't that much room for dentists there - other dental students there have gone into practice after they graduate. But I'll see what I can do.

Sue: Would you? It just looks like the best job I've seen for me.

Dave: Okay. I'll see what I can find out.

B. Processing the Observations

How comfortable do you think each person is with the outcome of this conversation? Was a decision made? Does it seem like it is a solid one, one that will last? Why? (Solicit comments on how decision was arrived at. (Sue pushed hard, Dave resisted then accomodated). We call this the pushover style, where one makes the decision for both people and the other lets them or accomodates to them.

C. Another style is the sales pitch style. If Sue had talked about all the benefits Dave would get from this move, she would be home more, there would be a better work schedule allowing more time to manage childcare, etc., she might have been able to sell him.

D. Then there's the quid pro quo style, where each says what they will do for the other in exchange for what they will get (rewards).

E. Transition to Joint Problem Solving

What is frequently missing from each of these styles is a clear sense of why each person wants certain things, a clear valuing by each mate of the other's feelings, values and preferences as well as their own. Such joint exploring and sharing of feelings and preferences as a basis for devising a workable solution characterizes the first step in the joint problem solving process we are going to introduce you to this session.

III. OVERVIEW OF THE JOINT PROBLEM SOVLING PROCESS

(Show transparency entitled "The Joint Problem Solving Process"). Clearly there are many issues and details of daily living together which may not require the steps we'll be discussing but frequently when your ideas of what you want and don't want call for merging and/or a reshaping of demands and time lines, joint problem solving may be in order. There are three essential steps which comprise the joint problem solving process. These steps seem deceptively simple. In fact, however, each step demands several skills in order to be performed with finesse and ease.

STEP ONE: Involves exploring and defining the issue; looking at both person's ideas and feelings about an issue with an eye to defining each persons needs and values.

STEP TWO: Consists of generating/brainstorming all the possible solutions. Since it is frequently difficult to think about more than just one solution, this is a stretching phase.

Finally, in STEP THREE, comprising and designing and testing solutions is in order.

We will spend time on each of these steps, not necessarily with an eye to having you get an issue completely resolved but in order to acquaint you with the skills involved in each step. Let's look at step one now.

A. Demonstrating the First Step of the Problem Solving Process

Explore feelings and viewpoints with previous scenario of Sue and Dave. Model having each person express feelings and preferences directly without blaming. Have listener clarify their ideas and feelings with out defending or reacting to their position and provide feedback. Have couple then set up a time to talk about and brainstorm solution.

1. Processing: Although we have yet to show you all of this process, what do you noteis different already about what was done by each mate. Leader: Give an example of this. ("When you spend money not in our budget, I feel hurt and depressed and I get angry with you.")

2. Transition: In order for you to try out the skills used in this first step, think of an issue you would like to resolve with your

mate. Try to select an issue in which you both clearly have some involvement and interest in the outcome.

IV. SHARING SELF - SKILL TRYOUT

What we'd like to do is have you try out the skills of sharing self and listening and validating using an issue of importance to you as a couple.

1. Let me first give you some guidelines about sharing self. When you present your viewpoint on an issue do it in the form of an "I" message. An "I" message has three parts:

- What is it you are reacting to described specifically with no evaluative words.
- The feeling you have or get.
- Any other impact for you, i.e., you don't get your work done, you have to do something else, you don't like yourself, you react negatively to the other.

2. As each of you take turns listening to viewpoints, try to summarize what you heard the other person say they were reacting to and how they are feeling. We'll talk more about how to do this after each have tried sharing self. In exploring the issue remember the following:

- Don't evaluate your partner.
- Don't give advice or jump to a solution.
- Don't use this as a club to punish them.
- Don't offer your solutions and don't say what the other must do. Just share information about you.
- Do be specific.

Cautions when the "I" message is about a negative feeling:

- Be selective about the feeling word (how strong a feeling do you want to describe).
- Use only if the behavior is persistent or has very powerful impact upon you.
- Have some chips in the bank (you will be cashing in on them)

3. Leader: As a total group have couples exchange point of view, listen and summarize. Circulate and give suggestions and positive feedback.

4. Process: What was difficult? What did it feel like? Participants may say they felt phoney or wooden. Emphasize new skill and also that this is only half of the process.

Next, we'll be looking at the listener and what's needed to check out what you heard and validate what was said.

THE JOINT PROBLEM SOLVING PROCESS

STEP ONE:

EXPLORING AND EXAMINING THE ISSUE

STEP TWO:

BRAINSTORMING POSSIBLE SOLUTIONS

STEP THREE:

DESIGNING AND TESTING SOLUTIONS

SESSION V

BUILDING A COLLABORATIVE RELATIONSHIP

Session Goals:

1. To assist participants in examining their personal beliefs and behaviors which can hamper clear communication.

2. To assist participants in developing the communication skills necessary in developing effective marital relationships.

Session Outline:

I. Overview

II. Common Pitfalls in Intimate Relating

III. Checking Out and Validating Each Other's Viewpoints

   A. Identifying Common Needs and Wants

   B. Brainstorming Possible Alternatives

IV. Designing and Testing Solutions

V. Wrap Up

I. OVERVIEW

This process of exploring viewpoints and sharing self may sound deceptively simple. But it is frequently very difficult for both people to feel like they have been heard by the other and their viewpoints valued. Why is that? There's a special set of beliefs and behaviors in an intimate relationship which can obstruct this communication process. Let's try and get a sense of what these are. To do that we are going to try "mate swapping" for a little while.

II. COMMON PITFALLS IN INTIMATE RELATING: Contrasting Discussion Activity

First, I'd like each of you "wives" to swap "husbands" (if unmarried, mix pairs) so that you are facing a stranger. Next, I'd like each of you to discuss the issue you recently discussed with your partner. Each of you take a turn for three minutes discussing your issues with each other, talking why you're concerned about your issue and what you feel needs to happen. We will keep track of the time for you (call time after each three minutes until both have had a chance to talk). Now think for a moment back to how you and your partner talked about this same issue which you have just finished discussing with the other new "partner".

A. Processing

Let's take a few minutes now to talk about and compare these two experiences and, as we do so, point out the beliefs and behaviors that can sabotage communication and joint decision making.

1. What were some of the differences you noted in speaking to these two people? (Solicit participants' responses and lead into the following):

Note to Leader: Mates frequently note differences between how they talk to a stranger and their spouse, in that they feel their spouse know what they're going to be saying thus as they talk to them, they find themselves thinking ahead, attempting to anticipate and have a response to their mate's anticipated reaction and response. In contrast, the "new" listener may tend to ask more questions, more actively engage in gathering information. They may be a more patient listener, looking straight at them as they talk, etc...(Show transparency entitled "Pitfalls in Intimate Relating"). A practice you see evolving in most long term relationships is that of streamlining information. We all know that when you live with another or hang around each other for a long time you really do begin to know a great deal about what a person likes, talks about, is interested in. You tend to streamline the information flow between you. Partners joke about finishing each other's sentences, knowing each other's jokes and punchlines and being on the same channel in terms of suggesting things to do for the weekend. Although this is both a realistic and functional practice for long-term relationships, it frequently leads to the deadly pitfall of mindreading. What is mindreading? It occurs when, as the speaker, I begin to feel that you should know what I want and think about before

I go to all the trouble to describe it and, if you're the listener, you feel and think that you know what I am wanting to say or ask of you before I finish my thought. Not only do I begin to feel that you should know, but certain myths about love and romance say that people who love each other are tuned in and make me expect that you not only should be able to do this but if you don't do this its because you don't love me enough. After all, people in love should be tuned in.

2. What do you think you expected or wanted from your listener? Were there any differences in your expectations for these two people?

People have different expectations as to what they want to gain from an interchange with another person. You could have 1) wanted support or you could have wanted your listener to just hear you talk out, sort out your own feelings, wants and desires. 2) you could have wanted information, such as having your listener give you ideas as to what you might try as possible resources or a new facet of the problem to consider. 3) you could have wanted your listener to not only listen to your view of what was happening, but take some responsibility and interest in figuring out what to do about it and helping you do it.

A variation on information streamlining that most people frequently engage in (and which can be very functional) is the practice of developing cues or signals to streamline the information process (give example). However, what can emerge from this is the practice of <u>fuzzy signaling</u> in which, as a speaker or listener, you never clearly work out signals for what you mean and want. This can lead to the feeling you asked for one thing when in fact your partner thought you asked for something quite different. This practice of fuzzy signaling can not only frustrate most interchanges, it can have disastrous effect between intimate partners if they hold the belief that when you love someone you know what they want.

3. What did you get? Were there differences?

4. How did you respond? What do you think was expected from you? Any differences?

You may not have gotten just what you wanted from your listener. This could have happened for several reasons: 1) they weren't sure of what you wanted from them, 2) they weren't sure they could respond in the manner you wanted either because they didn't know how to or 3) didn't want to respond in the way you were asking (e.g., did not feel they had joint responsibility for the problem and its solution).

One of the major characteristics of most intimate partnerships is that there is a common ground of interest, values and styles. People don't engage in joint business ventures if they don't have a common purpose and while they may specialize in terms of different skills or talents, they frequently have common goals which keep them bonded together. Such a commonality of interests and goals can frequently lead to viewing that the other person not only has certain things in common but thinks like you as well. And although we all probably have read about how people differ in their ways of thinking through problems (with some concrete and some intuitive) when it comes to working together in a joint relationship we frequently assume that people in love

see the world through similar lenses. We assume that both partners have the same styles of clarifying issues, resolving choices and working out solutions. Such an assumption frequently leads to mixing channels. The pitfall of mixing channels is an insidious one in that most of us fall into it at one time or another and have to learn not to do it. Such a pitfall can be further accelerated by the mistaken belief that since you know me and know what I want you will respond to me the way I want. And if you don't its becuase you won't rather than you can't. And we frequently don't know that we expect our partner to use the same channel or style we have. For example, Sue, who we will call an externalizer, was used to talking out loud to herself to decide what she was really bothered by so she tended to want to talk to her husband to explore her own issues. Sam, however, was the kind of person who thought alot inside about what was going on and what he wanted to do, what was bugging him. When he talked to Sue he wanted her to confirm his solutions. Their style of problem solving and exploring was different and what they expected from their partner was different yet both assumed that 1) the other would know what they wanted, 2) know how to do it and 3) ask them to participate in solving their problems in a similar way.

5. How did you react to what you got? What are your feelings? Beliefs?

If your listener gave you exactly what you wanted, great, there was a match and it probably drew you closer together. But if you didn't get what you were after from this person, you probably did one of two things: wrote them off (politely shut them off), tried to explain again (tried to clarify), or pressed them further. If it was the listener other than your partner who didn't give you what you wanted it is more likely that you chose the first route rather than the last. However, if it was your partner who didn't deliver what you wanted there is a high likelihood that your internal reactions were different. Although an individual who was not listened to be a stranger may feel discouraged, frustrated or angry, there is a significantly greater emotional impact if that same response comes from one's partner. Why?

You have made an investment governed by certain rules - a most frequent one which undergirds most intimate relationships is that it is a partnership in which there is a fair exchange of give and take. Most people entering a relationship assume that over time the rewards and costs each will receive will be fairly distributed. Thus both partners tend to function in terms of a fair sharing principle. Yet this can frequently be turned into a keeping score attitude. How does this happen? One of the underlying erroneous beliefs that many of us have deep down inside us is that if my partner really loved me they would put my needs in line with theirs. We certainly never say that but it may be bubbling beneath the surface. Thus we may begin to cultivate the mentality of either I win or he does - a keeping score mentality in which partners are competing rather than collaborating. Hurt feelings, a fear of getting exploited all can lead to a keeping score mentality. It is important to begin looking at whether your issues are framed in terms of two sides; mine and his/hers vs. a variety of critical dimensions.

A final practice that can grow out of the pressure time filled lives we lead is that of shortcutting the problem solving process. Frequently we assume we understnad all of the dimensions and sides of the issue and start thinking of how to solve it. Going after solutions too quickly, before we take a look at what the issues are can sabotage the entire joint problem solving process. Clearly it is important that both partners decide if something is worth taking the time to solve effectively and thoroughly.

The fast-paced "life was due yesterday" mentality of our careers and personal lives can push us quickly into the pitfall of jumping to solutions. What is needed in its place is enough time devoted to exploring the problem before looking at a solution.

During the final time together today, we are going to examine and try our hand at all the steps of the problem solving process and in doing so identify ways of avoiding the pitfalls we've just mentioned. As you move through this process we'll be emphasizing how these pitfalls can sabotage your problem solving efforts.

III. CHECKING OUT AND VALIDATING EACH OTHER'S VIEWPOINTS

It is frequently very easy to find yourself reacting to your spouse's viewpoint. Questioning their logic, their facts on their feelings and defending your own viewpoint and solutions. After all you are involved you are not just an impartial observer/listener. Such reaction, however, can detract from your spouse's feeling of your listening to them. (Instead it feels like you're just listening to you again). Frequently what you thought you heard your mate say and what they thought they were saying may be two different things. How do you combat this natural reaction? By practicing the art of checking out and validating. Checking out what you think your partner is saying. What did they really mean by that comment? How are they feeling? All are necessary to learn to get the full message.

Validating means communicating to your spouse that if you were seeing things his or her way, standing on his or her platform, with his or her assumptions about things, then it would make sense and be reasonable to feel that way. You are not saying "I agree with you" or "You are right and I am wrong". You are just admitting the possibility that another point of view makes sense, given some assumptions which you may not share with your mate.

1. Let me demonstrate this now. Leader: Take previous scenario in which were communicating and model checking out and validating skills.

2. Instruct couples to try out skills using same topic they discussed earlier.

3. Processing: We cannot overemphasize the importance of genuine validation. We have found that mates often just want to feel that what they say is important. By acknowledging an alternative viewpoint, your spouse will be more willing and pleased to make a successful resolution of the problem.

A. Identifying Common Needs and Wants

The next step in the joint problem solving process is to identify all of the needs and wants and concerns of each spouse that must be addressed in trying to reach an acceptable solution. (For example, use example from earlier role play pointing out needs and wants of each partner).

Take a moment together to identify what you each feel you want and need. List these on a piece of paper. Your list should have three columns: What I need to get, What we need to get and What you need to get. (Distribute worksheets). Now let's examine the next steps: brainstorming and designing and testing solutions.

B. Brainstorming All Possible Alternatives

The next step is to think of all possible ways these needs can get met. There are not just two solutions (his and hers). There are three rules to follow in brainstorming:

1. Think creatively of everything that may meet one need/another.

2. Don't stop to evaluate or defend or explain your ideas.

3. Solicit ideas from lots of places.

Demonstrate this process by taking on participant couple's issue and needs and brainstorming solutions and a group.

IV. DESIGNING AND TESTING SOLUTIONS

Now, how can you reach a solution from all these possibilities? You frequently need to tailor make a solution to fit. Let's look at one outcome of ways to tailor make a solution. 1) restructuring a lution to include dimensions of several solutions. If one wants to move across the country to a new job but the other doesn't, find out what it is that makes this person not want to do it. You may find out that something can be incorporated into a solution that can make it more attractive for each person.

Another outcome of joint problem solving can be a trade off where one person gets something he wants and the other gets what she wants. "I'll go on a picnic today if you'll go to the movies with me next week". I don't have to give up everything I want to do what you want.

(Take a couple's issue and potential solutions and demonstrate how they could create a solution that would be a redesign or restructuring a trade off or a compromise.)

A. Summary

1. Emphasize that problem solving is a lengthly and complex process that takes time. The couple needs to take time on it and not rush.

2. Review steps in the process via the handout. (Distribute Problem Solving Handout).

3. Ask them (as in step 9 of handout) to each share feelings about their experience of problem solving together. (Give sample reactions: angry, frustrated, discouraged, hopeful, closer).

4. Ask them to formulate a next step. Consist of having them want to do next and when they will commit themselves to tackling it. (Give time to have couple discuss this).

5. Get public commitment regarding next step from each couple.

V. FINAL WRAP UP

We hope that you have gained some awareness into both the issues of dual career couples, your areas of concern, your own unique style as an individual and as a couple in communicating about or handling issues with each other. Certainly, those were some of our objectives. You may have noticed that we put a lot of emphasis on the process of problem solving rather than the actual problems that each of you is concerned with. That emphasis is because the process of learning how to approach issues is the only thing we can really give you that you can still use give years down the road when we've not around. And hopefully, you as couple will be the unit that is involved five years from now.

But the content of particular problems like whose schooling comes first, what to do about childcare, or having children, who does what housework, is an important area for all of you. We have developed a bibliography of helpful reading materials that you may want to follow up these sessions or at least file for future reference. (Distribute bibliography. As part of helping us with evaluating the workshop we would like you now to fill out a brief questionnaire.'

We congradualate you for ocming and spending time on your relationship. Willingness to invest time in yourselves and put effort into your relationship is a sign of a healthy couple. You're to be congradulated. (Say goodbyes)

IDENTIFYING COMMON NEEDS AND WANTS

What I Need/Want	What My Mate Needs/Wants	What We Need/Want

PITFALLS IN INTIMATE RELATING

PRACTICES	PITFALLS	MISTAKEN BELIEFS
Streamlining Information	Mindreading	People In Love are Tuned in
Developing Cues/Signals	Fuzzy Signaling	People In Love Know What They Want for Each Other
Having Common Goals	Mixing Channels	If You Love Me You Think Like Me, Act Like Me and Feel Like Me.
Fair Sharing	Keeping Score	Fair Means Equal all the time According to My Rules
Assumed Understanding	Jumpting to Solutions	All of the Above

GUIDELINES FOR SUCCESSFUL PROBLEM SOLVING

There may be many different results of joint problem solving - but even if nothing outward changes, one thing should have happened: everyone concerned should have been heard. Beyond that, an outcome of problem solving might be:

1. A trade-off, whereby one person gets something they want and, in return, the other person gets something they want.

2. A contract, where there may be rewards if something is done and penalties if it isn't.

3. A restructuring of an activity. If one doesn't want to do something that the other does od, it may be that if the activity were changed slightly, if would be more attractive.

Some basic rules for negotiating:

1. Don't save up problems. Discuss them as they arise.

2. Work on one thing at a time.

3. Pick a relaxed time, not dinnertime or just before bed or before a party.

4. The "complainer" is always right in the sense that in problem solving you may not question the fact that a person feels hurt, although your perception of the event may differ from theirs.

5. The speaker state (a) what it is he/she is reacting to and (b) how it made them feel. (Don't attack or evaluate).

6. The listener listens, then paraphrases before responding.

7. Negotiators then brainstorm alternatives, or talk about changes in behavior they'd desire.

8. Choose alternative. Pick reward or penalty if desired.

9. Survey feelings after it's all over.

In the beginning, limit problem solving or negotiation session to 10 or 15 minutes. Quit when there are too many "zaps". A "zap" is when someone feels put down by another's response. The "zapee" keeps score for themself. If negotation is called off after 5 or 10 zaps, the "zapper" will become more aware.

From: Gerald R. Patterson. Families. Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820.

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INITIAL DRAFT D/D PLAN FOR PROGRAM

APPENDIX C

LIFE CAREER PLANNING PROGRAM FOR DUAL WORKER FAMILIES

Activity	When	Person Responsible	Materials Needed
Develop Materials	July 1, 1981- June 30, 1982	Project Director & Staff	
Print Materials	Summer 1982	DOE	Developed Materials
Conduct Workshops Through TEC Component	Fall 1982	Project Director & Staff; Field Test Teachers	Developed Materials
Make Presentation Using Teleconferencing at FPGA	Fall 1982	Project Director & Staff; Field Test Teachers, D/D Consultant	Developed Materials; Teleconference Equipment; Workshop Visuals
Mail Materials Upon Request	Fall 1982	D/D Section	Developed Materials; Teleconference Equipment; Workshop Visuals

INITIAL D/D PLAN

LIFE CAREER PLANNING PROGRAM FOR DUAL WORKER FAMILIES

Project Manager

Ellen Amatea

Project Monitor

Herb Rand

D/D Planner

Sarah Dame

I. In response to the need for materials to help students plan for managing a dual career family, the Division of Vocational Education will disseminate a set of materials for guidance counselors to set up and implement a teaching unit for high school students and a workshop for community college and university students. The materials will consist of two sets, one for high school and one for community college and university level. Each set will contain a curriculum plan, including objectives; a "how-to" script for carrying out the program; student activities and worksheets; transparencies.

The materials were developed following a needs assessment conducted by the Project Director and field tested by counselors in Tampa, Orlando, Jacksonville, and Gainesville.

The materials are designed to be used as a two week mini-class by a counselor working with a teacher in an 11-12th grade high school class, or with a self-selected 12 hour workshop for couples at the community college or university level.

A. Materials to be Developed

1. (Untitled) (curriculum plan for high school including introduction to program, objectives, activities and worksheets, "how-to" script for teacher) (packaged as one unit)
2. (Untitled) (same format for community college and university level)
3. Awareness Flyers (2)

B. Target Population

1. For 1 set of materials listed in I.A.1.
   a. High School Guidance Counselors (1 per school)
   b. Voc-Tech Center Counselors (1 per school)
   c. Counselor Educators (1 per university)
2. For 1 set of materials listed in I.A.2.
   a. Counselor Educators (1 per university)
   b. University Counselors (1 per university)
   c. Community College Counselors (1 per community college)
   d. Voc-Tech Center Counselors (1 per center)
3. For 1 copy of awareness flyer.
   a. Counselor Educators
   b. High School Guidance Counselors
   c. Community College Counselors
   d. District Voc Ed Directors
   e. Occupational Deans for Community Colleges
   f. Career Education Directors
   g. Career Education Coordinators
   h. District Coordinators of Guidance

i. High School Principals and Guidance Counselors

j. Voc-Tech Center Counselors

k. University Counselors

l. Voc-Tech Center Directors

4. For various quantities of materials.

a. ERIC, FEIS, State Libraries

b. Department of Corrections

c. D/D Section Files

II. Diffusion Activities

A. The Project Director and staff, with the D/D Consultant, will make an awareness presentation at FPGA. An attempt will be made to use teleconferencing techniques to make this presentation available to other sites around the state, each facilitated by a field test teacher (Gainesville, Tampa, Orlando, Jacksonville). (The Miami area could be facilitated by the D/D Consultant Development Staff.) Counselors, administrators, and high school classroom teachers will be encouraged to attend. The invitation will be included in the awareness flyer.

B. The Project Director and staff, with the assistance of the field test teachers, will seek TEC funds to conduct workshops for counselors wishing to use the materials.

C. After awareness activities, the counselors who were not reached by either A or B, will receive the materials by mail.

The Project Director, staff, and field test teachers may be contacted for training if funds are available. The TEC component will be used to seek funds.

D. The target population will be made aware of other workshops being offered on leadership and small group skills, either through TEC consultants or state level staff, since the materials require these skills.

E. Counselor Educators will be encouraged to use the materials in preservice activities.

III. Dissemination Plan

A. Materials Review and Approval

1. The Project Director will review the material content for adequacy and accuracy.
2. The Division Director and Bureau Chiefs will grant approval for printing.
3. Prior to being submitted to the printer, the publication will be reviewed by the DVE Curriculum Coordinator for compliance with the DOE printing regulations.

B. Materials Production

1. Assigned D/D staff member will detemine total quantity of materials to be produced.

2. The DOE will have printed the required number of copies of the materials, as specified, and delivered to the D/D Section.

C. Short- and long-term storage requirements will be assumed by the D/D Section.

D. Dissemination Resources

1. D/D Section funds will be used for distribution costs of sending the materials to the Regions and for fulfilling subsequent requests.
2. Any payment for travel or other expenses for Project Director and staff, for local workshop directors and/or target group members attending workshops will be the responsibility of the local education agencies. I.EA'S are encouraged to seek TEC funds for this purpose.
3. The D/D Section will provide services of a D/D staff member to develop the D/D Plan and assist in setting up and conducting workshops, analyzing impact, and coordinating D/D activities.
4. Public meeting facilities will be used for workshops.
5. The D/D Section will provide supplemental workshop forms and materials.

IV. Evaluation of Strategies and Impact Assessment

A. The D/D Section will determine the local workshops are scheduled and conducted in a timely fashion by trained workshop leaders.

B. The D/D Section will determine the number of target group members actually attending the workshops by comparing Attendance Lists with original target group lists.

C. The D/D Section will accumulate and evaluate comments from the workshop leaders, local administrators, and teachers on the effectiveness of diffusion strategies, and suggestions for improved strategies.

D. The D/D Section will determine, from requests for additional materials and Educational Products Receipt records submitted by Regional Consultants and local administrators, the percentage of remaining target group members to be reached.

E. The workshop leader will determine workshop effectiveness from informal analysis of Workshop Evaluation forms and will adjust plans, schedules, workshop content, and notification techniques, as necessary, in accordance with above determinations.

F. The D/D Section will develop a simple questionnaire to be completed by target group members six months after initial dissemination workshops are conducted.

IV. Follow-on Activities

A. Evaluation

An Evaluation Plan and documentation will be provided by the Evaluation Section.

B. Follow-on Dissemination and Diffusion

1. The D/D Section will direct the shipment or mailing of materials to local education agencies for continued local D/D activities for new teachers or those who missed the initial workshops.
2. D/D Consultants will assist local educational agencies in D/D activities, the Evaluation Section in evaluation activities.
3. After the impact assessment is initiated, the D/D Consultant will consult with appropriate DVE personnel, including the Teacher Educator associated with the project, and draft an addendum to the D/D plan including follow-up diffusion activities. The usual cycle for approval will be used for this addendum.

SD/smm

Attachments

(CODE: D/D VI)

SAMPLE COMPONENT

WORKSHOP FOR IN-SERVICING

DUAL CAREER FAMILY PROJECT

Number:

In-Service Points:

General Objectives: To train counselors and teachers to use the dual career family curriculum materials and to train counselors and teachers to use the group leadership skills necessary for successful use of the curriculum materials.

Specific Objectives:

1. Distribute materials to counselors and teachers.
2. Instruct counselors and teachers in the use of the materials.
3. Instruct counselors and teachers in the necessary group leadership skills.

Description/Activities: Specific activities will be determined by workshop directors. These may include:

1. Background, orientation to project purpose and materials.
2. How to use materials.
3. Management suggestions.
4. Small group activities.

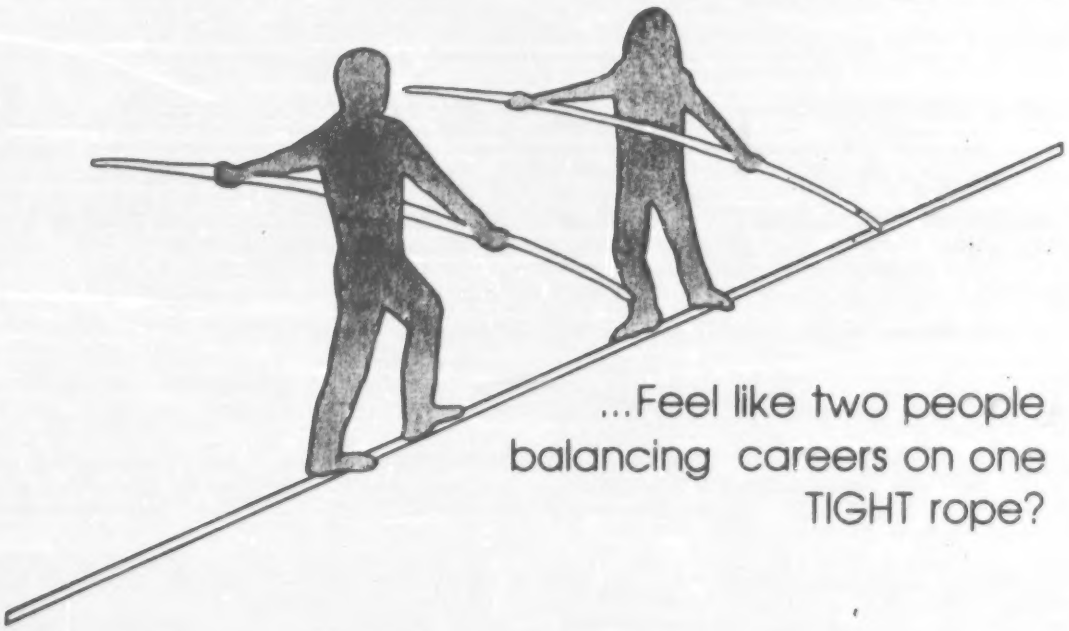
Evaluation: The Division of Vocational Education will provide a workshop evaluation at the end of each workshop. Impact studies will be made from six months to a year after a workshop is held to determine the successful use of the curriculum materials.

FLYER FOR PROGRAM ADVERTISEMENT

APPENDIX D

THE UNIVERSITY COUNSELING CENTER
AND
THE DUAL CAREER FAMILY PROJECT
PRESENT

COUPLING AND CAREERS
A WORKSHOP FOR TWO CAREER COUPLES



...Feel like two people balancing careers on one TIGHT rope?

...Wonder if you can really have it all–an interesting career, stimulating relationship, and full family life?

...Worried that you may be pulling against each other rather than together when it comes to planning what you want to do next?

...THEN THIS WORKSHOP IS FOR YOU!

You will have an opportunity to explore your own goals and concerns and those of your mate; examine your own unique style of relating and coping as a couple; and try out some useful strategies for individual and couple decision-making.

The workshop is designed for you as a couple (married or unmarried) to attend together. This workshop will be 9 hours in length with the first portion scheduled from 7-9:30 Friday evening and the remainder on Saturday from 9:00 a.m. until 4:00 p.m. The program will be offered at three separate times during the semester:

March 12, 7:00 p.m.-9:30 p.m.
March 13, 9:00 a.m.-4:00 p.m.

March 19, 7:00 p.m.-9:30 p.m.
March 20, 9:00 a.m.-4:00 p.m.

March 26, 7:00 p.m.-9:30 p.m.
March 27, 9:00 a.m.-4:00 p.m.

Call THE UNIVERSITY COUNSELING CENTER at 392-1575 to sign up for this workshop or for further information.

WORKSHOP EVALUATION

APPENDIX E

WORKSHOP EVALUATION

Attended:
March 12,13 _____

March 19,20 _____

March 26,27 _____

No. of children

under 12 _____

over 12 _____

Age Bracket: Below 20____
20's____
30's____
40's____
50's____

A. What were the three things in attending this workshop that you found most valuable?

1.

2.

3.

B. What three things did you find least valuable?

1.

2.

3.

C. What recommendations or other comments would you like to make?

D. What, if any, areas/topics would you like further experience with?